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ABSTRACT

This paper presents results from the 2000 administration of the Citywide Mathematics Tests (CTB-M) for New York City public school students in grades 3, 5, 6, and 7, comparing data with results from the 1999 CTB-M. Overall, schools made progress in lifting students out of level 1 (the lowest proficiency level). Over 7,000 fewer students scored in level 1 in 2000 than in 1999. The largest decrease in students scoring in level 1 was achieved by schools in the Chancellor's district. Modest improvement was shown in the percentage of students meeting or exceeding the new, rigorous mathematics standards in 2000, with over 5,000 students meeting or exceeding all standards for their grade level between 1999-00. Longitudinal analysis of mathematics scores showed that students who were held over in grade made extremely large gains in mean scale scores; more than 1 year's growth in achievement. Students in Schools Under Registration Review showed improvement on the CTB-M, with the percentage scoring in level 1 decreasing by 6.3 percentage points. Scores also improved for English language learners (ELLs) and former ELLs who were now in mainstream classes. (SM)

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A Report on the Results of the CTB-Mathematics Test (CTB-M) Administration in New York City

June 2000

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New York City Board of Ed-
OAA

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A Report on the Results of the CTB-Mathematics Test (CTB-M)
Administration in New York City
June, 2000

Highlights

In May 2000, 308,885 New York City students in Grades 3, 5, 6, and 7 participated in the annual administration of the Citywide Mathematics Tests (CTB-M). This was the second administration of mathematics tests constructed from the *TerraNova* test series published by CTB/McGraw-Hill, the same test series used for the State Mathematics assessments at Grades 4 and 8. This year for the first time, CTB-M test scores are reported in scale scores and proficiency levels, the scoring methods used for the State Mathematics tests, as well as the City and State English language arts tests. To allow comparison, 1999 CTB-M data were re-scored and the results are also reported in scale scores and proficiency levels. These scores measure student progress toward mastery of the challenging State and City mathematics performance standards rather than students' performance compared to a national norm group. This report analyzes student growth toward the mathematics standards in Grades 3, 5, 6, and 7, including the longitudinal growth of the same students tested in both 1999 and 2000.

The CTB-M results indicate that, overall, our schools have made progress in lifting students out of Level 1, the lowest proficiency level. Over 7,000 fewer students scored in Level 1 in 2000 than in 1999. Only modest improvement was shown in the percentage of students meeting or exceeding the new, rigorous mathematics standards (i.e., scoring in Levels 3 and 4) in 2000 than in 1999.

Specific highlights are as follows:

- Overall, the percentage of all students in Grades 3, 5, 6, and 7 scoring above the mathematics standards, i.e., Levels 3 and 4, on the CTB-M increased by one percentage point, from 31.9 percent in 1999 to 32.9 percent in 2000.

- The percentage of students scoring in Level 1, Not Proficient, on the CTB-M decreased by 3.1 percentage points, from 33.9 percent in 1999 to 30.8 percent in 2000.

- The percentage of all tested students scoring in Levels 3 and 4, increased in 23 community school districts, the Chancellor's District (District 85), District 33 and District 78, i.e., schools under the jurisdiction of the high schools.

- The percentage of students scoring in Level 1 decreased in all but two districts with the Chancellor's District showing the largest decrease, 8.2 percentage points.

- A longitudinal analysis of the scores of promoted students tested in both 1999 and 2000 showed moderate increases at all grade levels. Mean scale score gains were 13 points for students who moved from Grades 4 to 5 and from Grades 5 to 6, and 15 points for students who moved from Grades 6 to 7. These gains indicate that students are showing approximately one year's growth in mathematics skills for one year of instruction.

- As with reading gain, longitudinal analysis of mathematics scores showed that students who were held over in grade made extremely large gains of between 18 and 38 mean scale scores; more than one year's growth in achievement.

- Students in Schools Under Registration Review (SURR), including those in the Chancellor's District, showed improvement on the CTB-M. The percentage of students across SURR schools scoring in Levels 3 and 4 increased by 1.8 percentage points. Importantly, the percentage scoring in Level 1, the accountability measure that the State will use to evaluate SURR schools, decreased by 6.3 percentage points.

- Scores also improved for English language learners (ELLs) and former English language learners who were now in mainstream classes. Replicating a finding from the CTB-Reading Test results, a higher percentage of former ELLs scored in Levels 3 and 4 (39.3 percent) than did all students in Grades 3, 5, 6, and 7, overall (32.9 percent).

A REPORT ON THE RESULTS OF THE CTB-MATHEMATICS TEST (CTB-M) ADMINISTRATION IN NEW YORK CITY

June, 2000

BACKGROUND

New York State and New York City have instituted new higher standards for all students in mathematics. To measure students' achievement of these standards, the State and the City adopted new assessments last year. These assessments are the:

- City CTB-Mathematics Test administered to students in Grades 3, 5, 6, and 7, and
- State Mathematics Assessment administered to students in Grades 4 and 8.

The problems and questions on the City CTB-Mathematics and the State Mathematics tests come from the same test series, the *TerraNova* published by CTB/McGraw-Hill.

In addition, this year for the first time the City has adopted the State's method of scoring and reporting test scores. The new method of scoring is aligned with State and City standards rather than with the performance of national norm groups. Accordingly, these scores measure student progress toward meeting the standards. The result is a new integrated City and State assessment system that can be used to follow the progress of students in mastering the mathematics standards from Grades 3-8.

This report summarizes results for the Spring, 2000 administration of the CTB-Mathematics Test for New York City public school students. This test was administered on May 4, 2000, and during a make-up period, May 5-11. State mathematics scores for students in Grades 4 and 8 are not available at this time. The State Mathematics tests were administered in mid-May, and the State Education Department is scheduled to release the scores in the fall.

The Spring, 2000 City CTB-Mathematics test scores are reported in scale scores and proficiency levels for the first time. For the purposes of comparison, Spring, 1999 CTB-Mathematics tests have been rescored and are also reported in scale scores and proficiency levels.

MATHEMATICS STANDARDS AND ASSESSMENT

As indicated above, New York City has adopted rigorous standards for all students in mathematics that are aligned with New York State standards. The City CTB-Mathematics Test measures students' attainment of these standards

using an assessment that requires students to complete multi-step problems, and demonstrate the attainment of skills such as number relations; computation and numerical estimation; operation concepts; measurement; geometry and spatial sense; data analysis, statistics and probability; patterns, functions, and algebra; and problem-solving and reasoning.

SCORING AND REPORTING

The CTB-Mathematics Test is a timed test that is approximately one hour long (55 minutes in Grade 3, and 65 minutes in Grades 5, 6, and 7). The test includes 40 questions at Grade 3 and 45 questions in the other grades. Students' raw scores (number correct) were translated into the scale scores and proficiency levels that are reported here using conversion tables and cut-scores provided by the test publisher.

Standards Setting

Proficiency levels on the CTB-Mathematics Test were developed through a New York City Standards Setting Study that was carried out under the direction of the test publisher, CTB/McGraw-Hill, in February, 2000. The Standards Setting Study was a collaboration among the Board of Education's Division of Assessment and Accountability, over 100 New York City teachers, and staff from CTB/McGraw-Hill. This study was necessary to align the method of scoring and reporting results with what students need to know and be able to do (i.e., performance standards) at each grade. Standards setting involves determining the specific cut scores on the assessment that measure students' proficiency in relation to the performance standards. The Standards Setting Study establishes the scale scores students must achieve to demonstrate partial mastery (Level 2), full mastery (Level 3), and performance that is beyond mastery of the standards (Level 4).

The Standards Setting Study was conducted using the *Bookmark Standard Setting Procedure*. This method is an item response theory-based item mapping procedure developed by technical staff at CTB/McGraw-Hill.[1] It requires that participants in the study analyze individual test items to determine what each item is measuring and to specify which items students at various performance levels and grades should be able to answer correctly. CTB/McGraw-Hill developed this procedure in 1995 and has used it to set standards on its *TerraNova* assessment in 18 states or districts from 1996 to 1998.

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[1] *"New York City Grades 3, 5, and 7 Mathematics and Grades 3 and 6 Reading Bookmark Standard Setting Preliminary Technical Report"* submitted to the New York City Board of Education by CTB/McGraw-Hill Companies, (March 2000).

Reporting Students' Scores

Results on the City CTB-Mathematics Test are reported in scale scores and proficiency levels. Scale scores indicate the level and complexity of skills that students have mastered, and can be compared across grades. Four proficiency levels indicate the extent to which students have met the standards for their grade. They also measure students' progress toward ultimately mastering the content and skills necessary to pass the new State Mathematics A Regents Examination, a new requirement for all high school students to achieve a diploma. As indicated in Table 1, scale scores on the CTB-Mathematics Test in Grades 3, 5, 6, and 7 range from 385 to 850. Within this range, the four proficiency level categories are defined as follows:

- Level 4: shows superior performance; superior knowledge and skill for all standards for the grade level,
- Level 3: shows full mastery of all standards; shows knowledge and skill for all standards,
- Level 2: shows partial achievement of the standards; some knowledge and skill for each standard or full proficiency on some but not all of the standards,
- Level 1: shows minimal achievement of the standards; demonstrates no evidence of proficiency in one or more of the standards.

The scale scores on the State mathematics assessments are aligned with the scale scores on the CTB-Mathematics Test. Thus, the results from both City and State mathematics assessments can be combined and integrated to assess student progress across grades 3-8. City and State results will be integrated once the State Education Department releases the Grade 4 and 8 mathematics results in fall 2000.

New York City's promotional policy includes assessments of scores on standardized reading and mathematics tests as one of the multiple indicators to be considered when making decisions about promotion.

STUDENTS TESTED

A total of 308,885 students were tested on the CTB-Mathematics Test, of whom 265,386 (85.9 percent) were general education students and 43,499 (14.1 percent) were students with disabilities (see Table 2). Included in the total tested are 28,381 English Language Learners (ELLs) (9.2 percent) who met the criteria for inclusion in the English test administration or who were tested with a translated version of the test. Of the ELLs tested, 20,561 were general education students and 7,820 were disabled. Nearly 13,000 (12,995) ELLs were tested using a translated version of the math test in 2000. Finally, 65,914 students who took the CTB-Mathematics Test had previously received bilingual/ESL services and had tested out of entitlement prior to the administration of the test ("Former

ELLs"). This represents 21.3 percent of the tested population in Grades 3, 5, 6, and 7 in 2000.

The students with disabilities who were tested included students in general education with supplemental aids and services (e.g., resource room, related services, consultant teacher services, integrated programs, etc.) and students in self-contained classes, with testing modifications as required by their Individual Education Plans (IEPs).

Percent of Register Tested

The tested population represents 94.2 percent of the 328,042 students on register in Grades 3, 5, 6, and 7 in April, 2000. The number of students tested this year, 308,885, was greater than last year's 302,258 by 6,627 students. Overall a larger percentage of students on register was tested this year (94.2 percent) as compared with last year (93.3 percent).

STUDENTS EXEMPTED FROM TESTING

Students with Disabilities

Students with disabilities whose IEPs specify that they will not participate in standardized assessments did not take the CTB-Matematics Test, and thus are not included in this report.

English Language Learners (ELLs)

SED exempts English Language Learners from taking tests in English if they fall below a specified English language proficiency level (below the 30th percentile on the English Reading sub-test of the Language Assessment Battery). Scores below this level indicate that the student's grasp of English is not sufficient to permit meaningful assessment in English. New York City's policy parallels the State's, but imposes additional restrictions. Under New York City's more stringent requirements, students are exempt only until their fifth year in an English language school system, rather than indefinitely as under state policy. New York City adds another stipulation—that kindergarten and the current school year be included as part of the five-year exemption criterion.

Thus, all ELLs who entered an English language school system on or before October 1, 1995 were required to take the test. In addition, ELLs who had been in an English language school system for less than five years, but who scored at or above the required proficiency level, were also tested. Students who are receiving mathematics instruction in Spanish, Chinese or Haitian during the school year take a translated version of the CTB-Mathematics Test regardless of their proficiency in English.

This year 13,313 students (4.1 percent of the total register) were exempt from taking the CTB-Mathematics Test because of their ELL status. This is slightly lower than the 13,828 ELLs (4.3 percent of the total register) who were exempted in 1999.

Absentees

Students were tested on May 4, 2000 and during the make-up period, May 5-11. A small fraction of students were absent (4,157 students, 1.3 percent) for the test in 2000. This is lower than the (6,631, 2.0 percent) who were absent the previous year.

MONITORING AND ANALYSES

Monitoring of Test Administration

Several significant enhancements in test security procedures and in the analyses of test results were implemented for the administration of this year's City and State assessments. As with other City and State assessments, the Office of Monitoring and School Improvement and the Division of Assessment and Accountability coordinated test administration and security review efforts on the City CTB-Mathematics Test. A combination of central and district representatives visited all schools during test administration.

Each District Assessment Liaison coordinated local school reviews with representatives from their respective districts. In addition, pedagogical staff from five central offices reviewed over 180 schools more comprehensively based on several criteria, including a history of previous allegations of test improprieties and an analysis of an excessive number of erasures changing responses from wrong to right on previous tests.

Analyses of Irregularities in Patterns of Results

In addition to erasure analyses, which flag classes that have an excessive number of erasures changing responses from "wrong" to "right," DAA is conducting several statistical analyses that are specifically designed to determine whether there are any significant anomalies in test results at the classroom level. This statistical audit includes analyses of:

- Item-response patterns to ascertain whether results for particular classes differ significantly from City results,
- Trends over time to determine whether large gains in student performance on a particular test are sustained across schools, and
- The number of students eligible to be tested and those who actually took the test to determine whether schools are administering the test to all appropriate students.

Schools that show irregularities in patterns of results in these analyses are identified as warranting further investigation.

RESULTS

Citywide Average Scale Scores

Citywide CTB-Mathematics Test results for all students tested—general education, special education, and English Language Learners (ELLs)—are presented in scale scores by grade in Figure 1 for Spring, 2000 and for Spring, 1999, for the purposes of comparison.

The findings from the CTB-Mathematics Test are presented by grade in Figure 1. Students in Grades 5 and 7 showed the greatest scale score gain on the CTB-Mathematics Test, demonstrating an average improvement of 7.0 and 4.0 scale score units respectively. Students in Grades 3 and 6 posted modest decreases of 1.3 and 1.5 scale score units respectively.

Longitudinal Growth of Students

The use of scale scores and the alignment of City and State assessments permits the analysis of gains made by the same students tested in both 1999 and in 2000. This longitudinal analysis directly measures the growth of the same students over the year, and is frequently referred to as a "value-added analysis." Longitudinal analyses enhance our understanding of trends in student performance beyond that provided by comparisons of the scores of different students at the same grade from year to year. Because the SED has not yet released the scores of Grade 4 and 8 students on State math tests administered in May, at this time we are only able to examine the longitudinal progress of students in Grades 5, 6, and 7, and held-back students in Grades 3, 5, 6, and 7, grades in which test scores for two years are available. Once the State test results are returned, the longitudinal progress of students in Grades 4 and 8 will be examined as well.

Longitudinal Progress of Students Promoted

As shown in Figure 2, the longitudinal improvement of students promoted at the start of the 1999-00 school year is large and regular across grades. For example, the average mathematics scale score of Grade 5 students this year was 650 up 13 scale score points from their average score of 637 last year, when they were in Grade 4. Similarly, current Grade 6 students achieved an average scale score of 656 on this year's test, up 13 points from the 643 these students achieved last year. Current Grade 7 students achieved the largest gain of 15 scale score points, scoring 673 this year up from 658 last year. These longitudinal findings mirror those reported for promoted students on the City CTB-Reading Test.

Longitudinal Progress of Students Held Back

Figure 3 disaggregates the progress of students who were held back at the start of the 1999-00 school year and are repeating a grade. Not only did students at all grade levels post gains in the double digits, but they showed very substantial increases in performance from 1999 to 2000.

Citywide Proficiency Level Results

Figure 4 compares the proficiency level performance of New York City public school students on the City CTB-Mathematics Test in 1999 and 2000. As demonstrated in this figure, the percentage of students scoring in Level 1, the lowest proficiency level, decreased over 3 percentage points from 33.9 percent to 30.8 percent between 1999 and 2000. Correspondingly, the percentage of students meeting or exceeding the standards for their grade (i.e., Levels 3 and 4) increased by 1 percentage point from 31.9 percent to 32.9 percent.

Figure 5 presents the percentage of all tested students meeting or exceeding all of the standards (i.e., Levels 3 and 4) by grade. The percentage meeting standards increased by 5.8 percentage points at Grade 5, from 31.4 percent to 37.2 percent, and by 1.6 percentage points at Grade 7, from 26.1 percent in 1999 to 27.7 percent in 2000. The percentage meeting standards decreased by 3.1 percentage points in Grade 3, from 41.8 percent to 38.7 percent, and remained about the same at Grade 6 (26.6 percent in 1999 and 26.5 percent in 2000). Conversely, students at all grade levels showed decreases in the percentage of students in Level 1, the lowest proficiency level.

District-Level Results

In June, 1999, 37 elementary and middle schools were removed from 15 community school districts, and added to the Chancellor's District. In order to accurately compare districts' performance in 1999 and in 2000, the 1999 results have been adjusted to reflect the organization of the schools in 1999-00.

For example, schools that were under the jurisdiction of District 16 when the Spring, 1999 City CTB-Mathematics Test was administered, but that had been transferred to the Chancellor's District the following school year, were removed from District 16's adjusted 1999 results and added to the 2000 results for the Chancellor's District. Similarly, the results of three schools that were returned to District 16 from the Chancellor's District in 1999-00 were added to the District 16 results in both years to reflect this change. These adjustments permitted the same set of schools to be included in each district's comparison of 1999 and 2000 results.

Change in Proficiency Levels by District

Changes in student performance on the City CTB-M by proficiency level for students in Grades 3, 5, 6, and 7 for each district are presented in Tables 3 and 4, and graphically presented in Figures 6 and 7.

The changes in the percentage of all tested students scoring in Levels 3 and 4 (proficient and advanced) by district are presented in Table 3 (and in Figure 6). The change in the percentage of students scoring in Level 1, the least proficient level is illustrated by district in Table 4 (and in Figure 7). The information in these tables and figures is presented for all tested students (i.e., general education, special education, and English Language Learners). Also presented in Tables 3 and 4 are disaggregated scores for general education students (i.e., general education and ELLs), and for disabled students (i.e., all students with an IEP including ELLs).

As indicated in Table 3, the citywide percentage of all tested students that achieved grade-level standards increased modestly between 1999 and 2000 by 1 percentage point. Nevertheless, 23 of the community school districts showed improvement in the percentage of students meeting or exceeding grade-level standards as did the Chancellor's District (District 85), District 33, and District 78 (i.e., schools under the jurisdiction of the high school superintendents).

Correspondingly, and as Table 4 indicates, the percentage of students scoring in Level 1 dropped over 3 percentage points among all tested students. Virtually every district showed decreases in the percentage of all students scoring in Level 1. The Chancellor's District (District 85) showed the largest decrease of 8.2 percentage points in the percentage of all tested students scoring in the lowest proficiency level, Level 1. (District data are presented in detail by borough in Figures 13-22.)

Disaggregated Results by SURR Schools

Schools Under Registration Review (SURR) are schools identified by the State Education Department as at risk of having their registrations revoked unless they demonstrate improved performance on State tests. Figure 8 summarizes the performance of the 88 elementary and middle SURR schools on the City CTB-M, and compares the performance of these schools with their performance on the previous year's tests. As indicated in this figure, the percentage of students in SURR schools scoring in the lowest proficiency level, Level 1 decreased over 6 percentage points from 58.1 percent in 1999 to 51.8 percent the following year. Conversely, the percentage of students in SURR schools achieving Levels 3 and 4 (proficient and advanced) increased 1.8 percentage points from 9.9 percent to 11.7 percent. The improvement in the performance of SURR schools was larger than that for the city overall.

Disaggregated Results for the Chancellor's District

SURR schools that have shown the lowest performance and have not improved over several years were placed in the Chancellor's District (District 85). These schools receive special attention in the form of extended-day programs, intensified professional development, and focused curricula. Figure 9 shows the percentage of students scoring in each proficiency level in 1999 and in 2000 for the Chancellor's District. The graph shows that there was a large decrease of 8.2 percentage points in the percentage of students scoring in Level 1 from 56.1 percent in 1999 to 47.9 percent in 2000. Conversely, there was an increase of 1.9 percentage points in the percentage of students scoring in Levels 3 and 4 from 10.9 percent in 1999 to 12.8 percent in 2000.

Disaggregated Results by Racial/Ethnic Group

Figure 10 presents the performance of students in Grades 3, 5, 6, and 7 in different racial/ethnic groups in 1999 and in 2000. As was the case with the disaggregated results of the combined CTB-Reading and State ELA that were recently reported, the CTB-M scores indicate that the percentage of students in all racial-ethnic groups achieving standards increased between 1999 and 2000. At the same time, the percentage of students in Level 1 decreased for all racial-ethnic groups. However, the gaps in the performances of students from different groups remains substantial.

Disaggregated Results by English Language Learner Status

Figure 11 compares the performances of English Language Learners (ELLs) and English Proficient (EP) students on the City CTB-Mathematics Test for Spring, 1999 and Spring, 2000. As indicated in this figure, the percentage of ELLs meeting grade-level standards (i.e., Levels 3 and 4) increased by 1.4 percentage points from 4.0 percent to 5.4 percent while, following the trend observed in the citywide reading results, the percentage of ELLs scoring in Level 1 decreased by 6.2 percentage points, from 73.0 percent in 1999 to 66.8 percent in 2000. The percentage of EP students scoring in Level 1 decreased by nearly 3 percentage points from 30.0 percent to 27.2 percent.

Figure 12 disaggregates the performance of students who are "Former ELLs," that is students who had received bilingual/English as a Second Language services in the past and who had already tested out of entitlement prior to the administration of the City CTB-Mathematics Test. As shown in this figure, the percentage of Former ELLs scoring in Level 1, the lowest proficiency level, decreased by 3.6 percentage points while the percentage scoring in Levels 3 and 4 increased by 2.3 percentage points from 1999 to 2000. A higher percentage of Former ELLs scored in Levels 3 and 4 (39.3 percent) in 2000 than did all students in Grades 3, 5, 6, and 7, overall (32.8 percent).

DISCUSSION

The results of the CTB-Mathematics Test showed that our schools have had substantial success in lifting students out of Level 1, the lowest proficiency level. The percentage of New York City students who scored in the lowest proficiency level decreased by over 7,000 students (3 percentage points) citywide. While the decrease in the percentage of students scoring in the lowest proficiency level occurred in nearly every district, the largest decrease—over 8 percentage points—was achieved by schools in the Chancellor's District. In addition, students showed modest improvement in terms of the numbers meeting the new, rigorous mathematics standards. Over 5,000 more students (one percentage point) met or exceeded all of the standards for their grade level (i.e., scored in Levels 3 and 4) between 1999 and 2000.

Several factors may have contributed to these findings. Since 1996, the priorities of the school system have explicitly included building basic literacy skills at an early age. At the same time, New York City has also adopted and implemented challenging new standards in mathematics. As part of this standards-based education system, districts have adopted a variety of mathematics curricula at the local level, and throughout the City, district and school staff have engaged in a concerted professional development program to discuss the mathematics standards and to identify instructional practices to help students meet them.

Since the City test is closely aligned with the standards to which our students are held, and with actual classroom instruction, these findings demonstrate that our students are making progress, albeit incremental progress, toward the attainment of the new higher standards in mathematics. However, there is a clear need to increase the focus on professional development related to the mathematics standards and to expand effective instructional practices if students are to continue to improve and to improve at a more rapid rate in future years.

Table 1

CTB-Mathematics Test
Scale Score Ranges By Grade

Proficiency Levels	*Grade Three*	*Grade Five*	*Grade Six*	*Grade Seven*
1	385-571	430-628	477-641	487-661
2	572-606	629-663	642-681	662-694
3	607-637	664-691	682-709	695-727
4	638-740	692-797	710-820	728-850

Table 2

CTB-Mathematics Test Grades 3, 5, 6, and 7
Number and Percent of Students in English and with Translations
Tested and Not Tested
1999 – 2000 Comparison

	1999		2000	
	Number	Percent	Number	Percent
Students Tested				
General Education	260,772	86.3	265,386	85.9
Students with Disabilities[a]	41,486	13.7	43,499	14.1
(English Language Learners)[b]	(26,870)	(8.9)	(28,381)	(9.2)
(General Education) [b]	(19,355)	(6.4)	(20,561)	(6.7)
(Students with Disabilities)[b]	(7,515)	(2.5)	(7,820)	(2.5)
(Former ELLs) [b]	(60,712)	(20.1)	(65,914)	(21.3)
(Tested with Translations)[b]	(14,699)	(4.9)	(12,995)	(4.2)
Total Tested	302,258	93.3	308,885	94.2
Students Not Tested				
Exempt English Language Learners	13,828	4.3	13,313	4.1
Absent	6,631	2.0	4,157	1.3
Other Not Tested	1,347	*	1,687	*
Total Not Tested	21,806	6.7	19,157	5.8
Total Register	324,064		328,042	

[a]Students with disabilities who were tested included students in general education with supplemental aids and services (e.g., resource room, related services, consultant teacher services, integrated programs, etc.) and students in self-contained classes, with testing modifications as required by their Individual Education Plans.

[b] These students are included in the tested students listed above.

*Indicates less than 1 percent.

Figure 1

MEAN SCALE SCORE FOR CTB-M TEST BY GRADE
1999 and 2000

General Education, Special Education, and English Language Learners

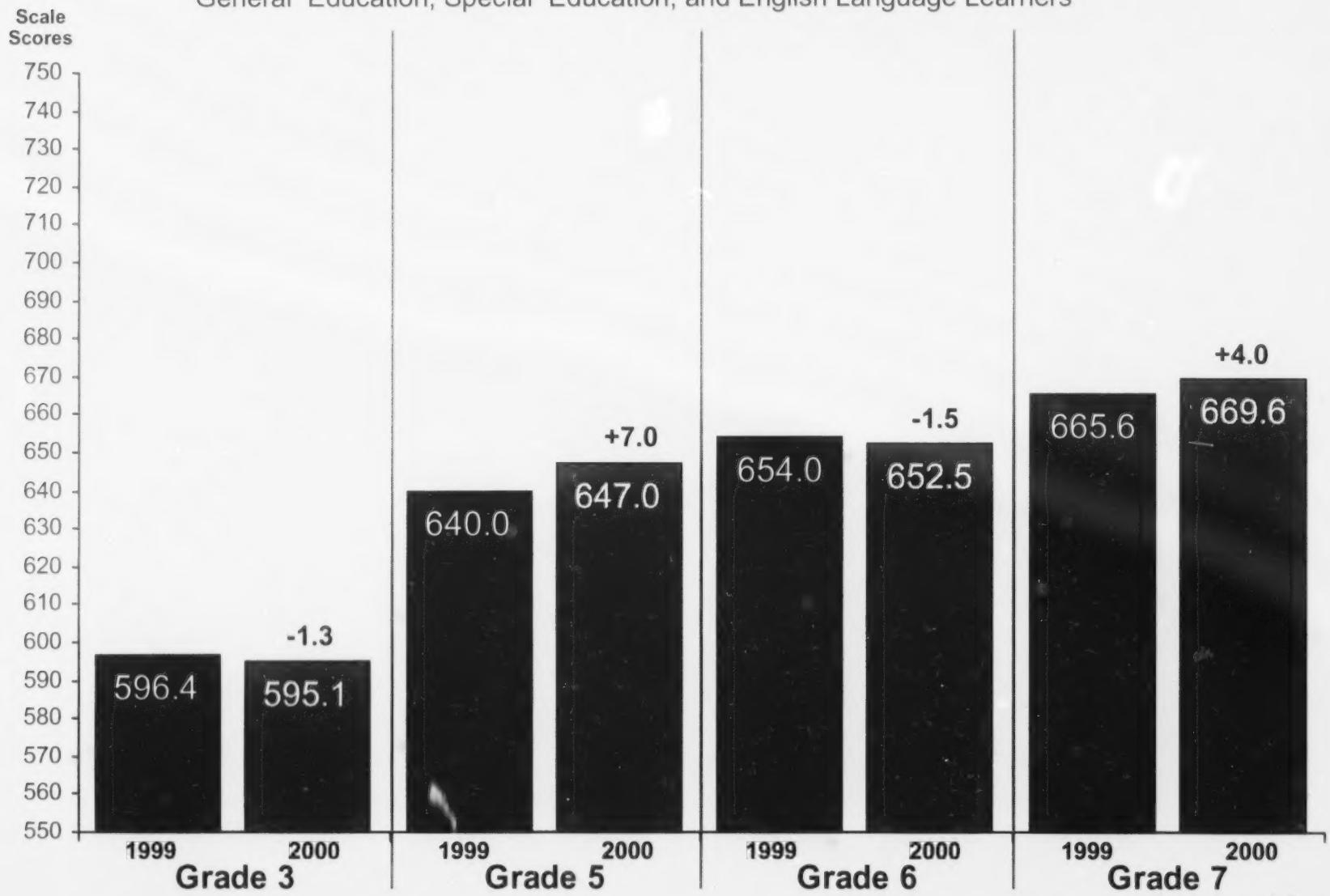


Figure 2

LONGITUDINAL GROWTH OF STUDENTS TESTED IN 1999 AND 2000 ON THE CITY CTB-M TEST

General Education, Special Education, and English Language Learners

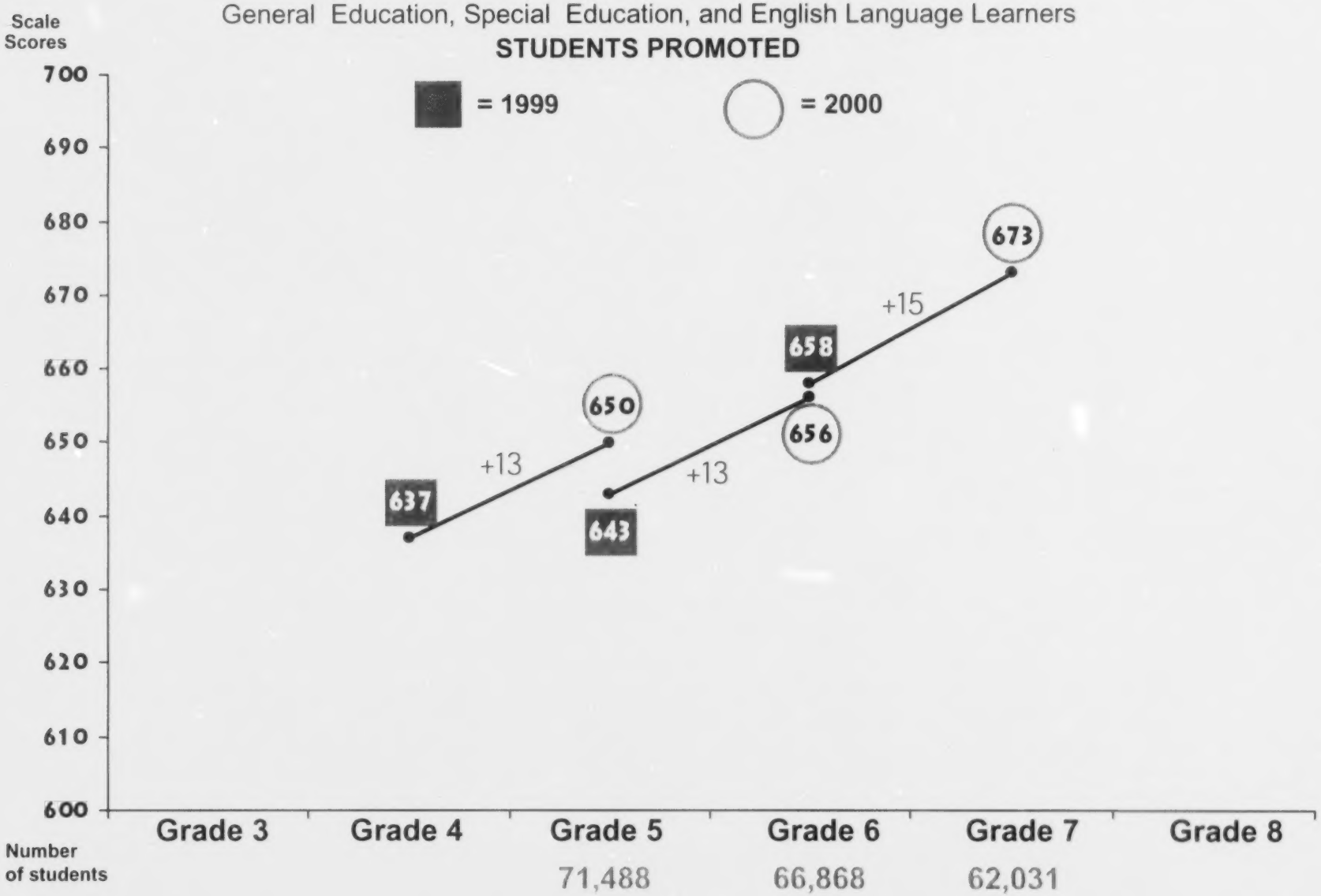


Figure 3

LONGITUDINAL GROWTH OF STUDENTS TESTED IN 1999 AND 2000 ON THE CITY CTB-M TEST

General Education, Special Education, and English Language Learners

STUDENTS HELD BACK

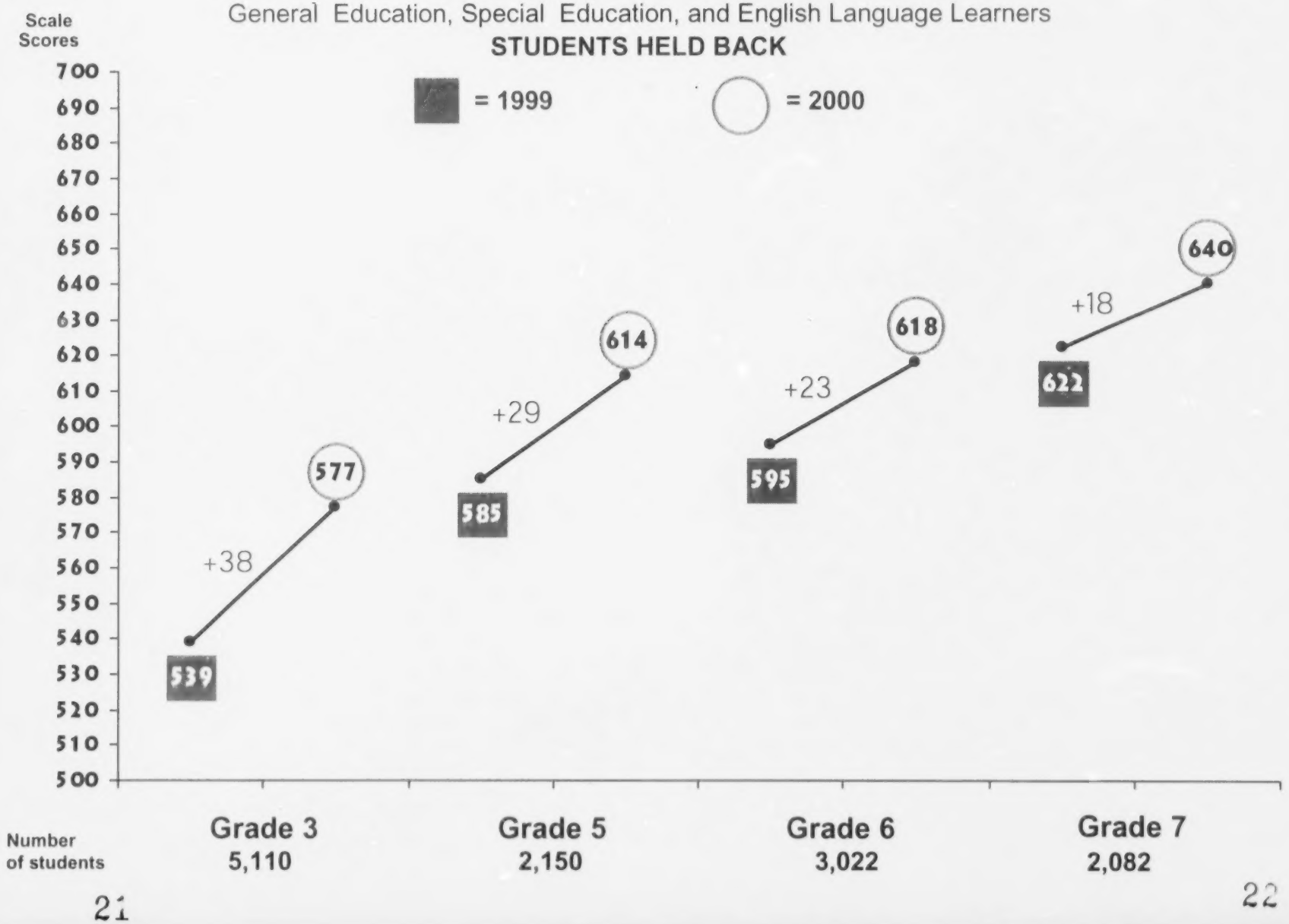


Figure 4

CTB-M PROFICIENCY LEVELS
Grades 3,5,6, and 7

General Education, Special Education, and English Language Learners

PERCENTAGE OF STUDENTS IN EACH PROFICIENCY LEVEL

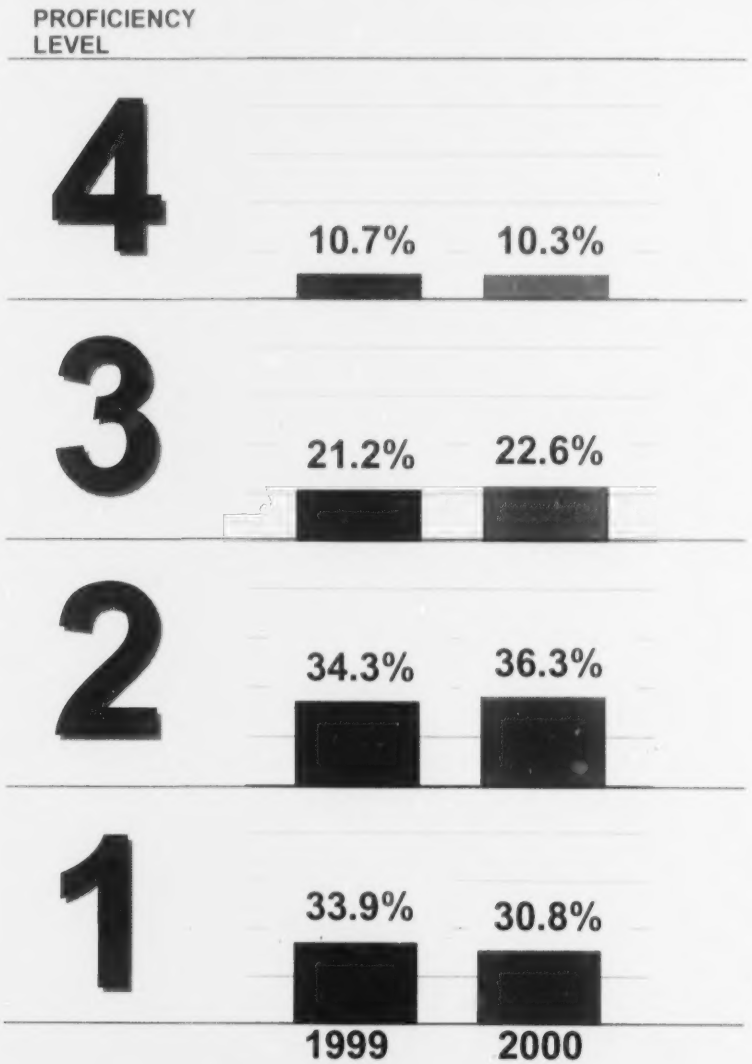


Figure 5

PROFICIENCY LEVELS FOR CITY CTB-M TEST BY GRADE
1999 and 2000

General Education, Special Education, and English Language Learners

PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL

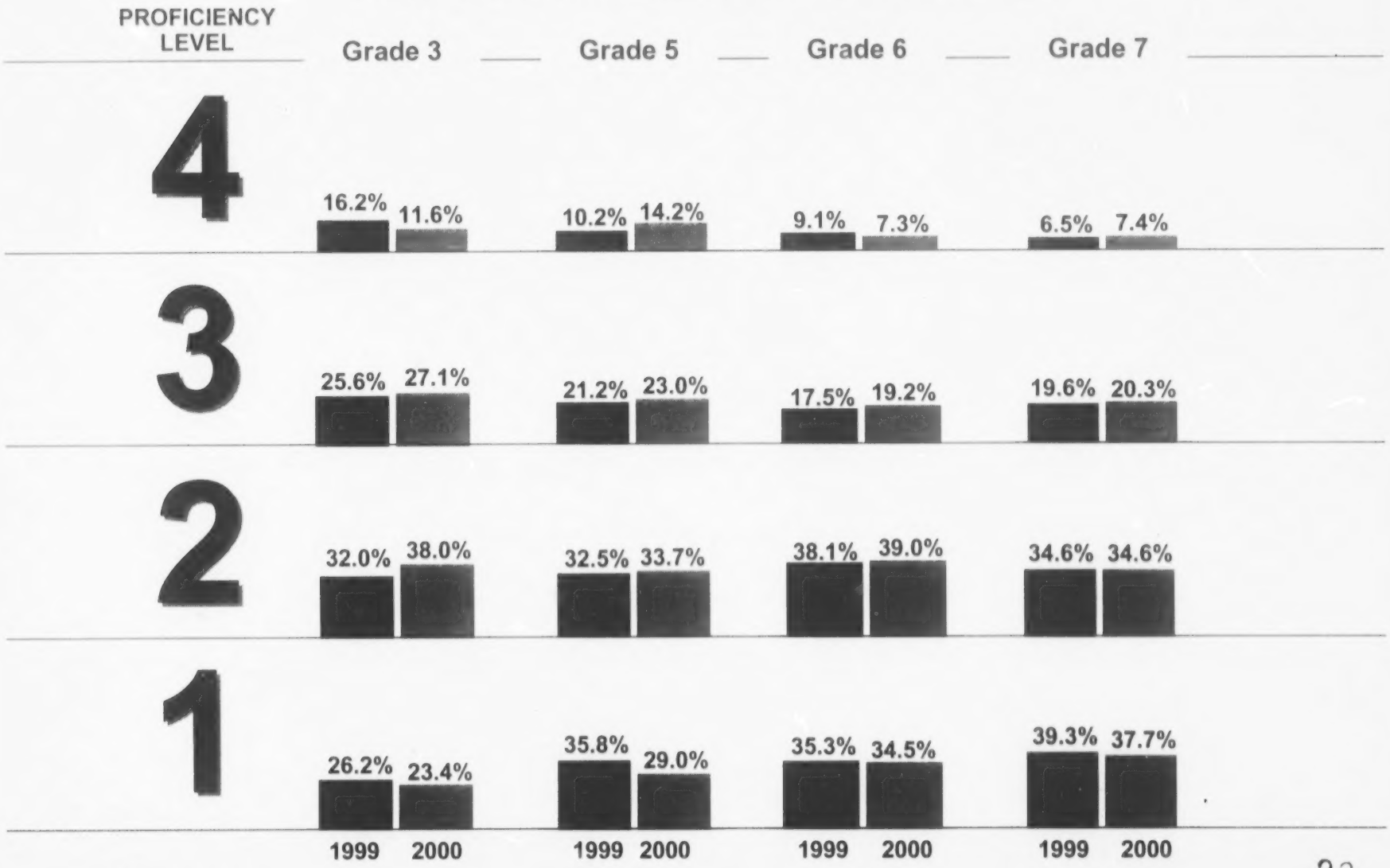


Table 3

Proficiency Levels by District
City CTB-Math Grades 3, 5, 6, and 7 -- Level 3 and 4
1999 compared to 2000

	All Students			*General Education Only*			*Disabled Only*		
District	*1999*	*2000*	*Change*	*1999*	*2000*	*Change*	*1999*	*2000*	*Change*
1	30.5	30.3	-0.2	36.9	37.3	0.4	6.3	5.1	-1.2
2	60.6	61.2	0.6	65.7	66.7	1	15.5	17.1	1.6
3	32.7	33.9	1.2	37.5	38.7	1.2	6.9	7.3	0.4
4	23.2	23.1	-0.1	27.5	27.1	-0.4	1.8	3.5	1.7
5	15.3	13.2	-2.1	17.1	14.9	-2.2	1	1.6	0.6
6	24.2	26.3	2.1	26.8	28.8	2	3.1	3.7	0.6
7	15.1	16.6	1.5	18.4	19.9	1.5	2.9	4.7	1.8
8	26.6	25.9	-0.7	30.7	30.1	-0.6	2	3	1
9	14.2	16.1	1.9	16	18.3	2.3	1.6	2.1	0.5
10	19.3	20.2	0.9	22.2	23.2	1	3.3	4	0.7
11	30.1	31.9	1.8	35.2	37	1.8	5.5	6.7	1.2
12	15.2	16.2	1	17.7	18.9	1.2	1.2	1.4	0.2
13	23	23.7	0.7	26	26.8	0.8	2.9	3.7	0.8
14	27.6	28.6	1	32	33.1	1.1	2.9	4.3	1.4
15	36.2	35.9	-0.3	41.3	40.7	-0.6	4	5.1	1.1
16	25.9	22.9	-3	29.5	26	-3.5	4.4	2.1	-2.3
17	26.2	23.9	-2.3	28.2	25.9	-2.3	3	1.1	-1.9
18	30.9	31.7	0.8	34.4	35.3	0.9	2.2	2.2	0
19	17	18.3	1.3	19.4	21	1.6	0.8	1.2	0.4
20	46.8	47.5	0.7	51.7	53	1.3	8.3	7.1	-1.2
21	51.8	51.9	0.1	58.8	58.9	0.1	7	7.1	0.1
22	45.8	45.2	-0.6	50.4	49.5	-0.9	7.8	6.8	-1
23	17.9	20	2.1	20.7	23.3	2.6	2.1	2.2	0.1
24	33.6	34.8	1.2	36.5	37.9	1.4	2.9	4.2	1.3
25	54.2	55.4	1.2	60.4	61.4	1	7.5	11	3.5
26	69.6	71.6	2	75.8	78.4	2.6	18.7	20.2	1.5
27	28.9	31	2.1	33.2	35.5	2.3	2.1	3.1	1
28	41.5	42.9	1.4	45.9	47.6	1.7	5.8	10.3	4.5
29	29.4	31	1.6	32.2	34.1	1.9	3.4	4.7	1.3
30	39.1	41.7	2.6	43.2	46.2	3	4.9	6.7	1.8
31	47.4	48	0.6	53.8	54.9	1.1	6.1	7.7	1.6
32	25.2	28	2.8	29.3	32.1	2.8	2.1	2.3	0.2
33	50.6	51.2	0.6	57	57	0	3.9	9	5.1
75	3.3	2.6	-0.7				3.3	2.6	-0.7
78	24.9	28.9	4	26.5	31.2	4.7	4.8	6.9	2.1
85	10.9	12.9	2	12.5	14.7	2.2	1.2	1.7	0.5
City	31.9	32.9	1	36.2	37.4	1.2	4.3	5.1	0.8

Note 1: Proficiency Level 3 indicates performance that meets the grade level-standards. Proficiency Level 4 indicates performance that far exceeds grade level-standards.

Note 2: In 2000, 37 elemenatry and middle schools were transferred to the Chancellor's District and three were transferred from the Chancellor's District. To permit appropriate comparisons, the 1999 data for these schools were transferred to their 1999-00 district.

Table 4

Proficiency Levels by District
City CTB-Math Grades 3, 5, 6, and 7 – Level I
1999 compared to 2000

	All Students			*General Education Only*			*Disabled Only*		
District	*1999*	*2000*	*Change*	*1999*	*2000*	*Change*	*1999*	*2000*	*Change*
1	32.5	31	-1.5	22.8	21.1	-1.7	68.8	65.9	-2.9
2	14.2	12.6	-1.6	9.5	8.1	-1.4	54.8	48.6	-6.2
3	32.1	28.7	-3.4	25.6	22.5	-3.1	67.7	62.2	-5.5
4	40.2	39.2	-1	31.6	31.5	-0.1	82.6	77.2	-5.4
5	49.7	49.5	-0.2	45.5	44.3	-1.2	83.6	84.7	1.1
6	38.3	34.1	-4.2	33.7	29.7	-4	77.1	73.5	-3.6
7	48.4	45.1	-3.3	40.4	35.9	-4.5	77.8	78.2	0.4
8	38.1	36.5	-1.6	30.7	28.6	-2.1	82.4	79.8	-2.6
9	50.4	44.8	-5.6	45.4	39.6	-5.8	85.2	78.5	-6.7
10	44.9	41.1	-3.8	38.7	34.7	-4	79.2	75.9	-3.3
11	29.9	27.8	-2.1	22	20.2	-1.8	67.7	65	-2.7
12	51.6	45.7	-5.9	45.6	38.7	-6.9	86.5	84.4	-2.1
13	38.8	36.5	-2.3	33	30.7	-2.3	77.8	74.9	-2.9
14	35.9	33.8	-2.1	27.7	25.8	-1.9	82.5	75.7	-6.8
15	29.1	27.2	-1.9	22	20.5	-1.5	74.4	70	-4.4
16	38.8	37.4	-1.4	32.9	30.9	-2	74	80.1	6.1
17	38	38.2	0.2	34.2	34.3	0.1	83.8	83.6	-0.2
18	31.4	29.3	-2.1	25.5	23.6	-1.9	79.7	74.6	-5.1
19	47.8	43.5	-4.3	41.5	37.1	-4.4	90	84.9	-5.1
20	21.8	19.7	-2.1	16.2	14.1	-2.1	65.8	61.8	-4
21	18.1	16.5	-1.6	10.8	9.1	-1.7	65.2	64.4	-0.8
22	20.9	18.6	-2.3	15.8	13.6	-2.2	63.4	63.2	-0.2
23	45.3	40.9	-4.4	38	33.5	-4.5	85.4	80.9	-4.5
24	30.7	27.1	-3.6	26.1	22.6	-3.5	79.3	71.8	-7.5
25	16.4	13.7	-2.7	10.1	8.3	-1.8	63.7	54.3	-9.4
26	7.3	7	-0.3	3.1	2.6	-0.5	42.2	40.6	-1.6
27	35.7	31.9	-3.8	28.1	24.6	-3.5	82.2	78.1	-4.1
28	25	22.2	-2.8	19.6	16.4	-3.2	69.1	63.1	-6
29	32.8	28.5	-4.3	27.9	23.6	-4.3	78.6	69.9	-8.7
30	24.7	21.1	-3.6	19.3	15.5	-3.8	68.7	63.7	-5
31	19.5	17.9	-1.6	12.3	10.7	-1.6	66.5	60.6	-5.9
32	39.5	35.6	-3.9	32	28.2	-3.8	82.3	82.8	0.5
33	18.3	15.4	-2.9	10.4	9.3	-1.1	76	59.7	-16.3
75	84.9	85	0.1				84.9	85	0.1
78	33.6	30.2	-3.4	32.1	26	-6.1	52.4	69	16.6
85	56.1	47.9	-8.2	50.9	42	-8.9	87.9	83	-4.9
Citywide	33.9	30.8	-3.1	27.1	24.1	-3	76	72.1	-3.9

Note 1: Level 1 indicates performance that is below proficiency.

Note 2: In 2000, 33 elementary schools were transferred to the Chancellor's District and three schools were transferred from the Chancellor's District. To permit appropriate comparisons, the 1999 data for these schools were transferred to their 1999-00 district.

Figure 6

Levels

3+4

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000

General Education, Special Education, and English Language Learners

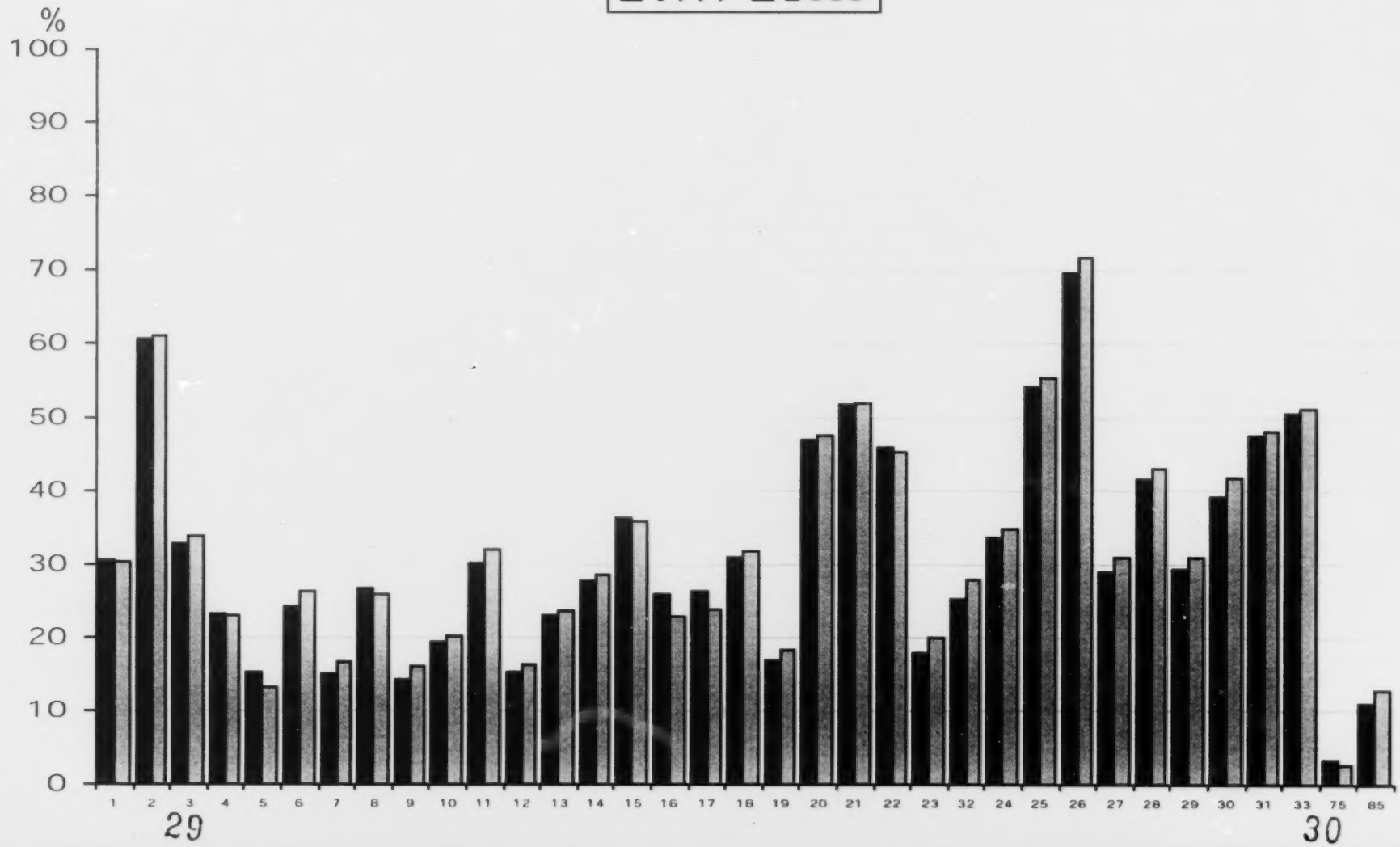


Figure 7

Level 1

PERCENT IN PROFICIENCY LEVEL 1 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000

General Education, Special Education, and English Language Learners

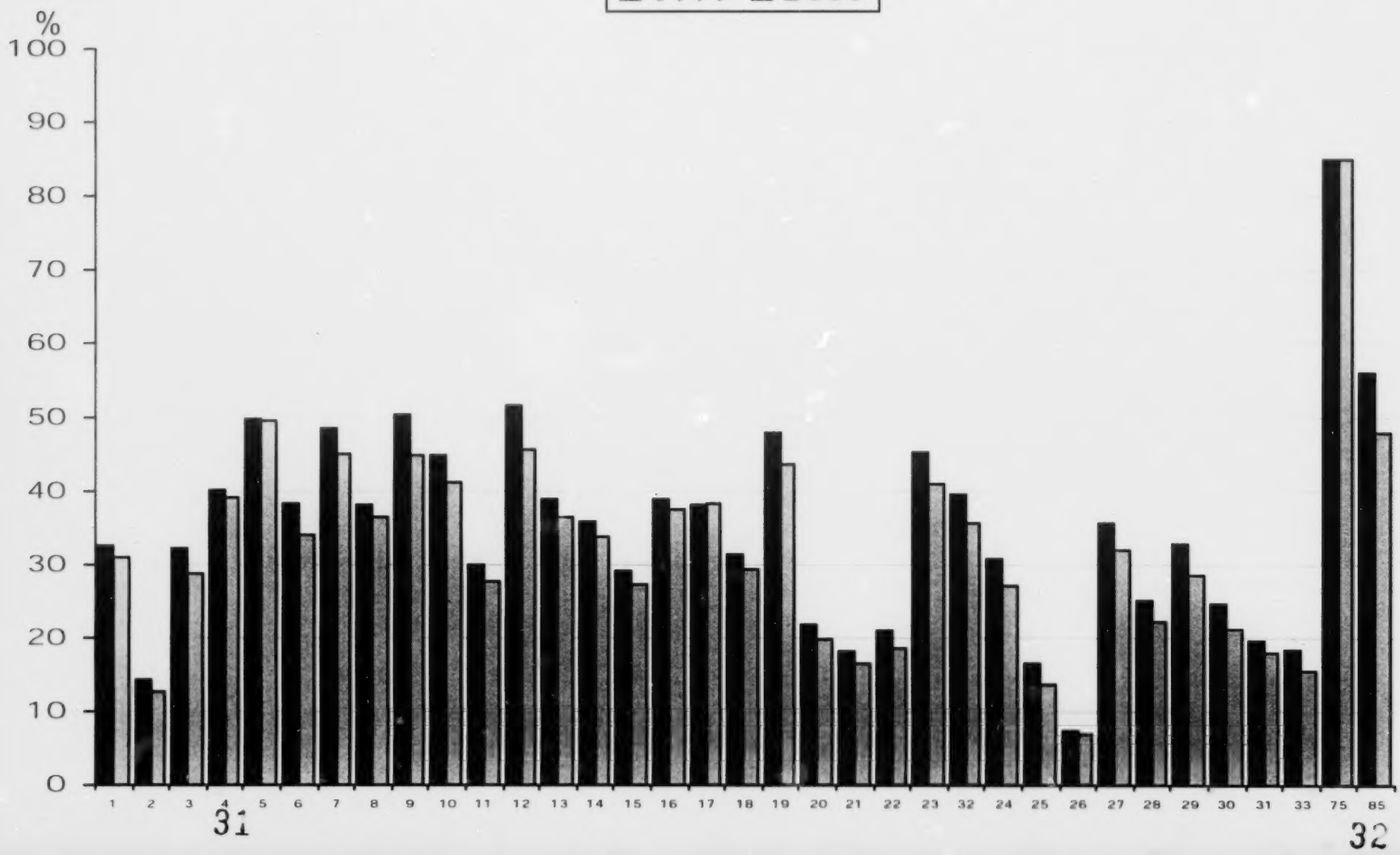


Figure 8

CTB-M PERFORMANCE OF SURR SCHOOLS

PERCENT OF STUDENTS IN EACH PROFICIENCY LEVEL

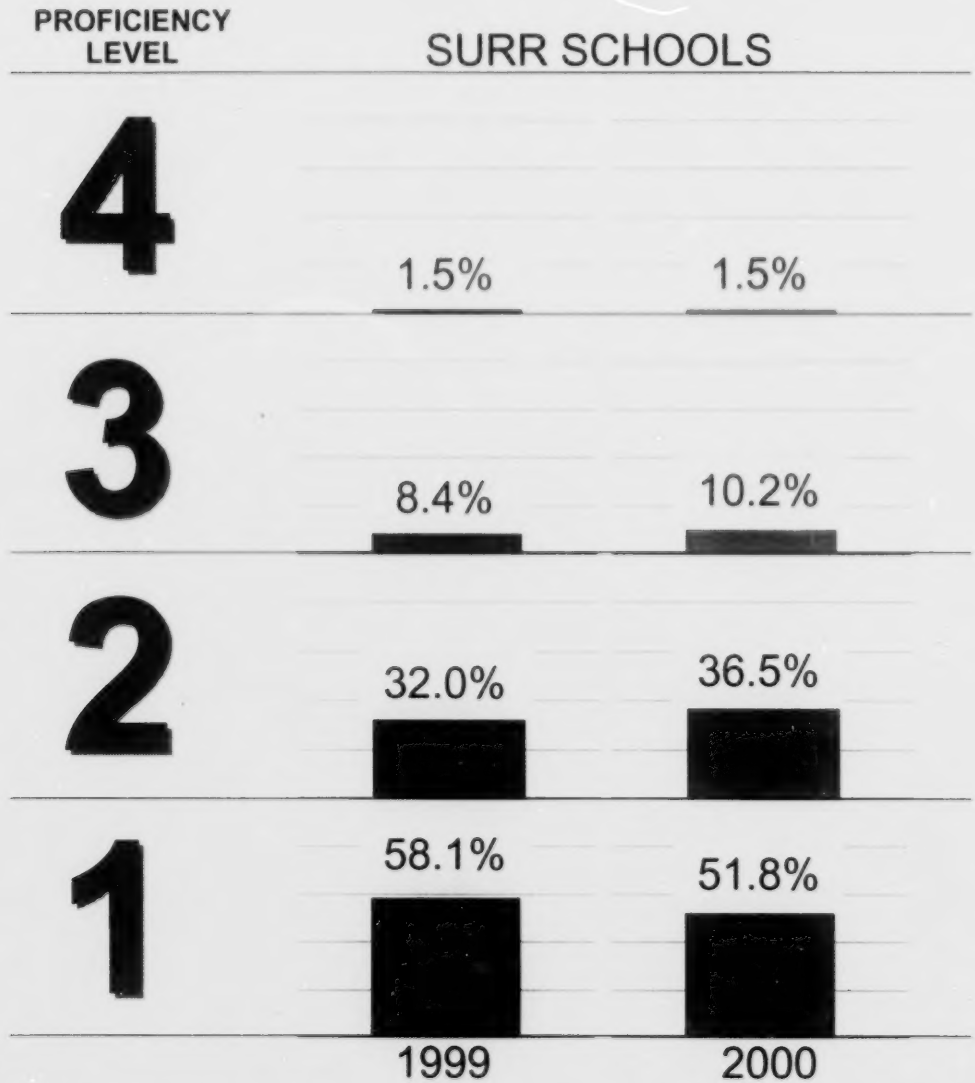


Figure 9

CTB-M PERFORMANCE OF SURR SCHOOLS

General Education, Special Education, and English Language Learners

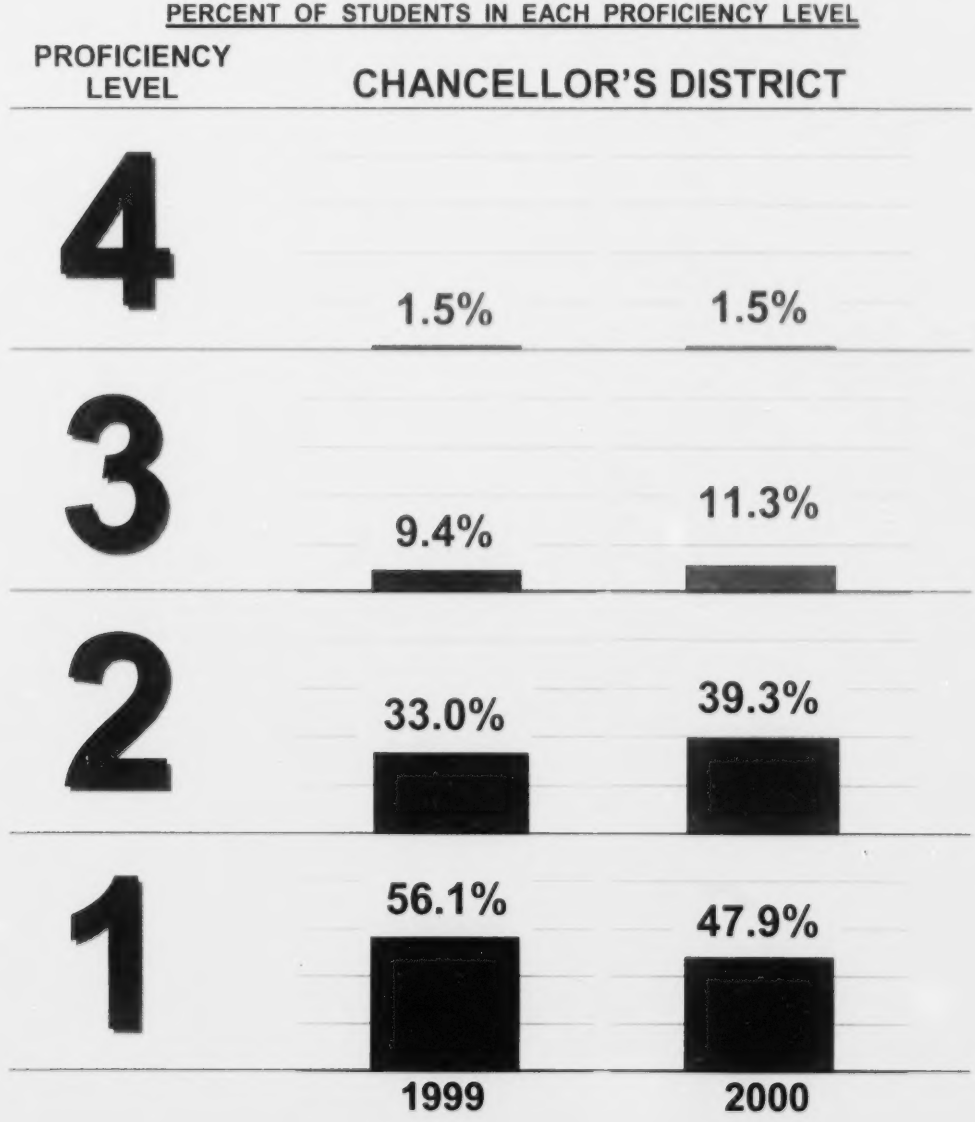


Figure 10

CTB-M GRADES 3, 5, 6, 7 PERFORMANCE OF STUDENTS IN DIFFERENT RACIAL/ETHNIC GROUPS

General Education, Special Education, and English Language Learners

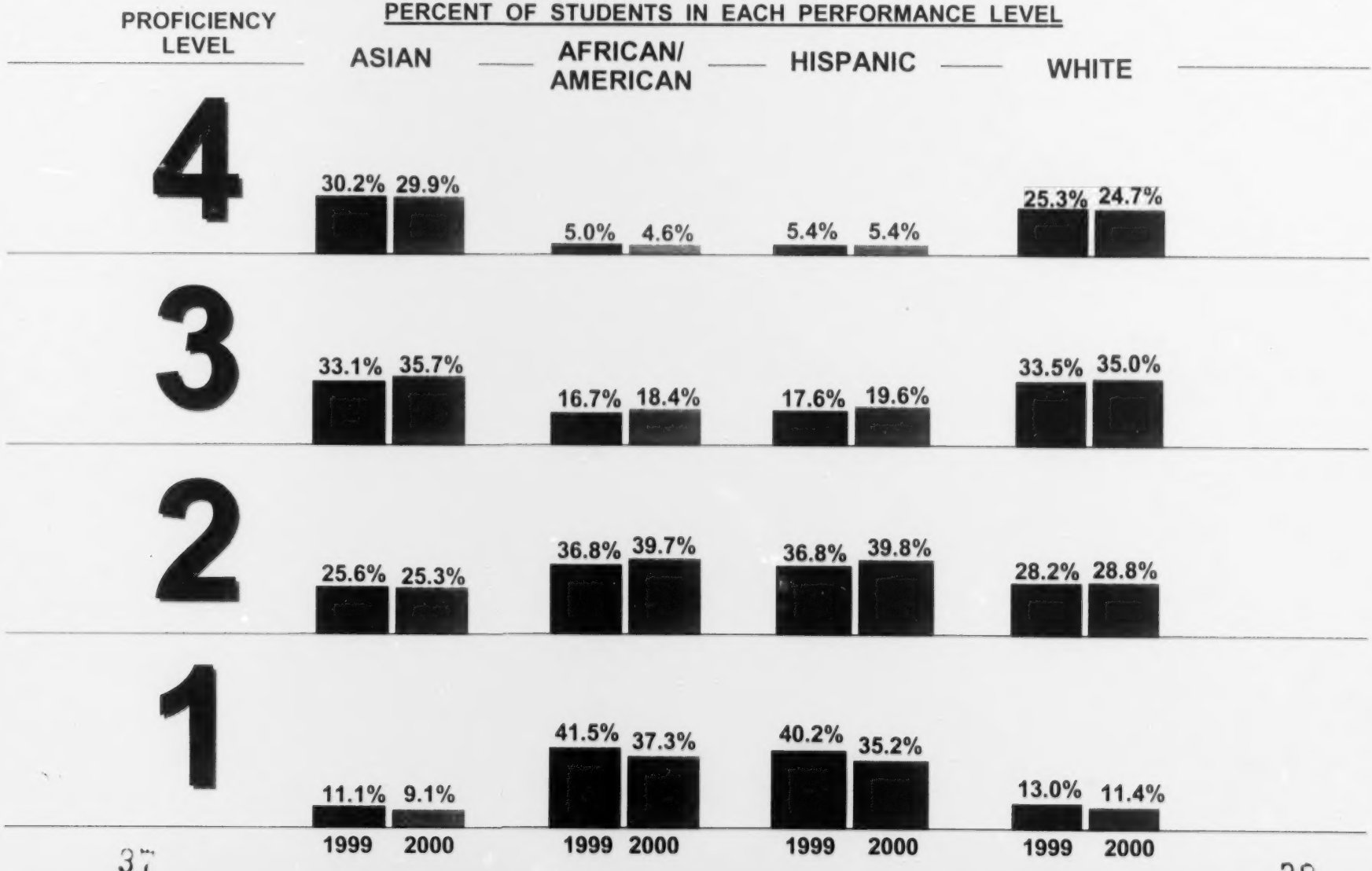
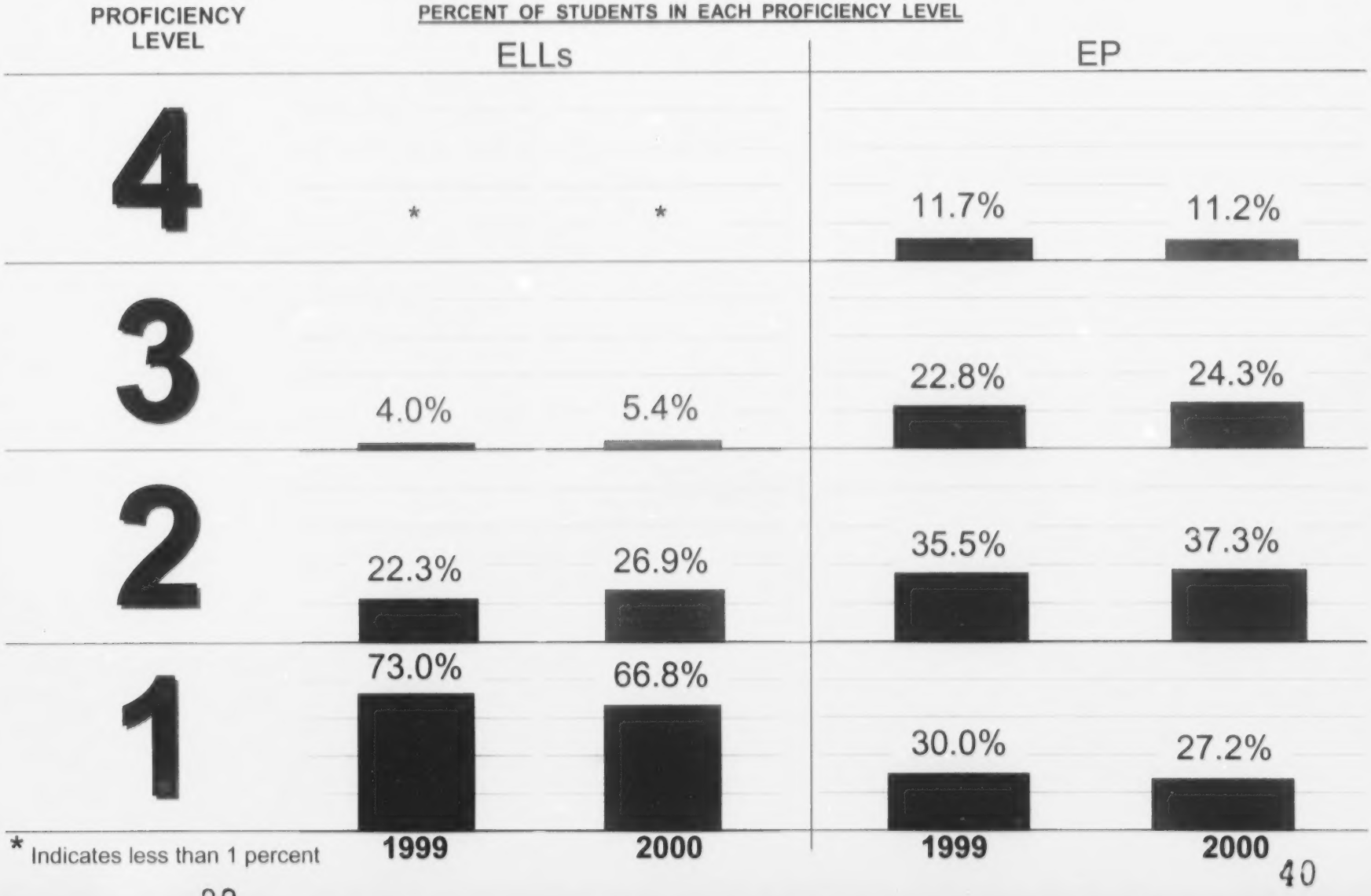


Figure 11

COMPARISON OF CTB-M FOR ENGLISH LANGUAGE LEARNERS (ELLS) AND ENGLISH PROFICIENT (EP) STUDENTS



* Indicates less than 1 percent

Figure 12

CTB-M PROFICIENCY LEVELS OF FORMER ENGLISH LANGUAGE LEARNERS (ELLs)

PERCENT OF STUDENTS IN EACH PROFICIENCY LEVEL

Figure 13

Levels

3+4

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 MANHATTAN

General Education, Special Education, and English Language Learners

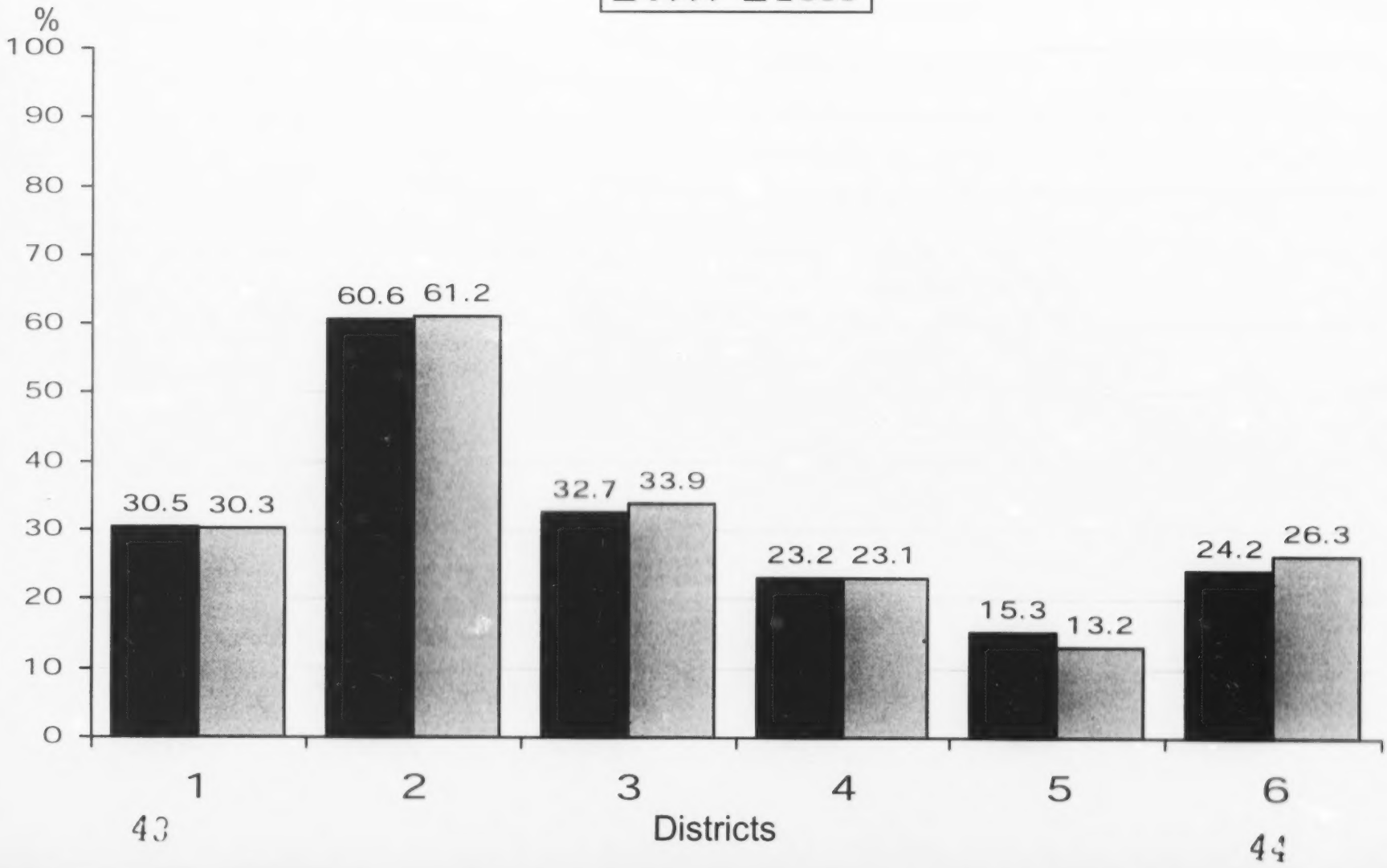


Figure 14

Levels

3+4

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 BRONX

General Education, Special Education, and English Language Learners

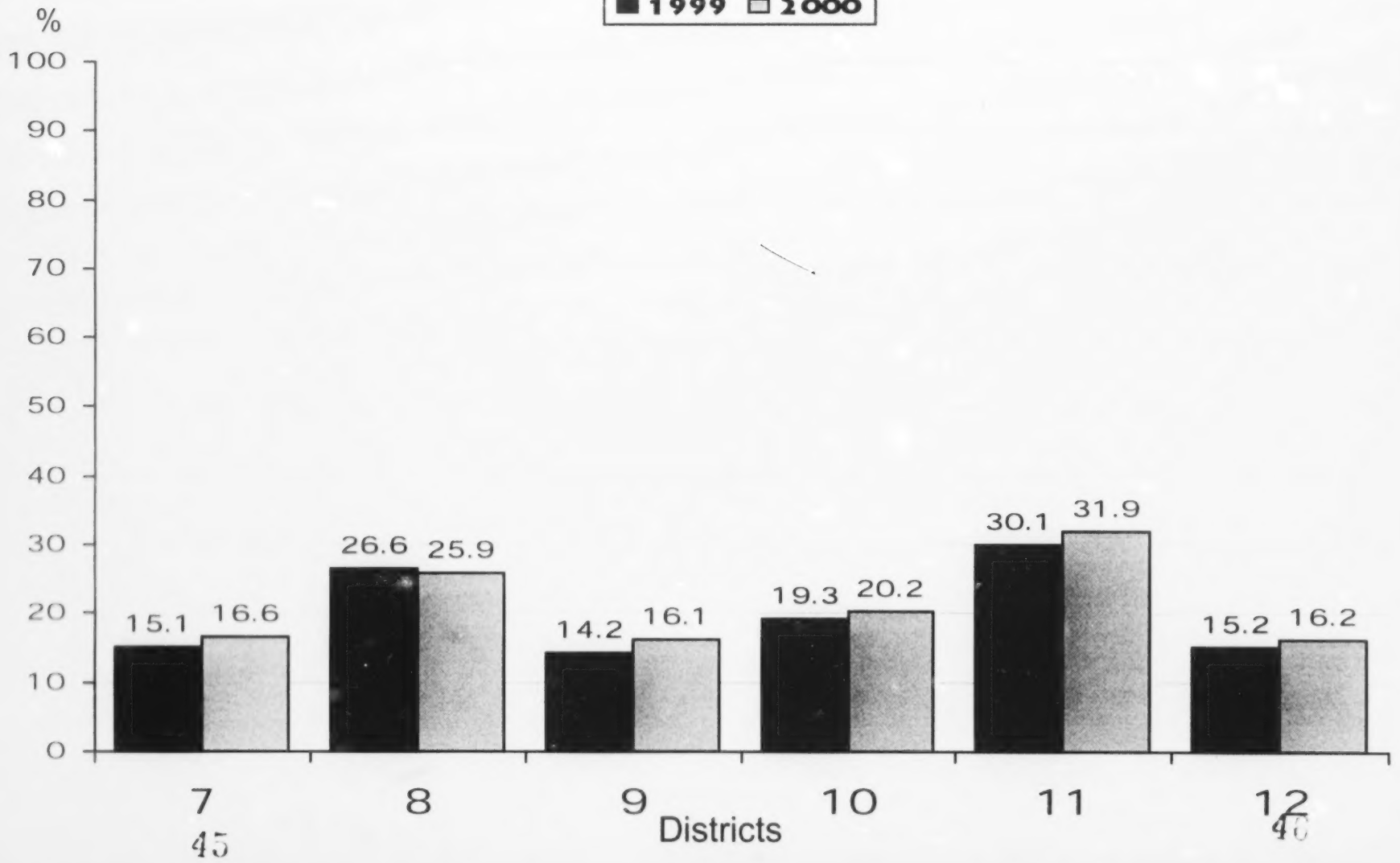


Figure 15

Levels

3+4

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 BROOKLYN AND STATEN ISLAND

General Education, Special Education, and English Language Learners

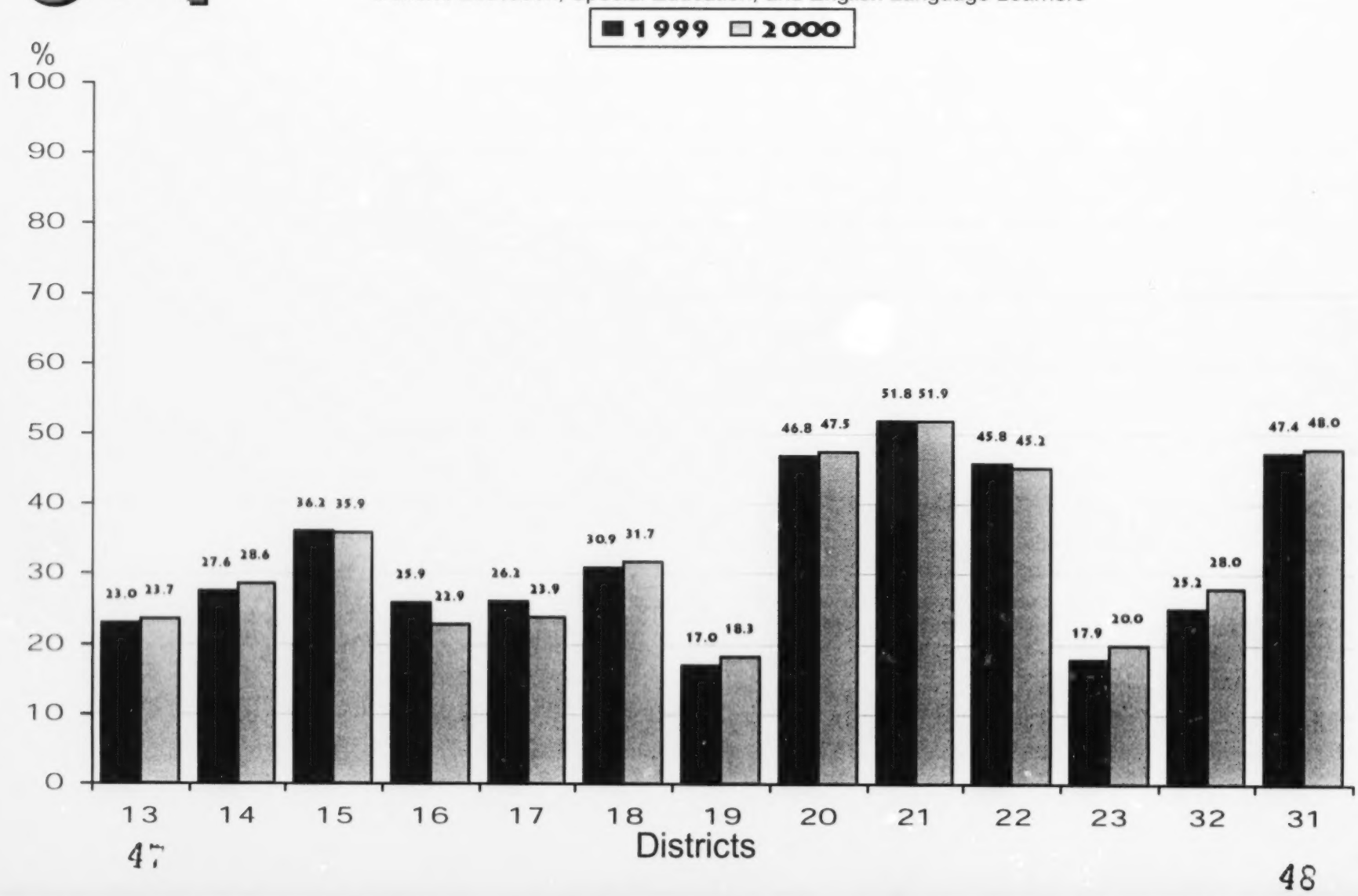


Figure 16

Levels

3+4

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 QUEENS

General Education, Special Education, and English Language Learners

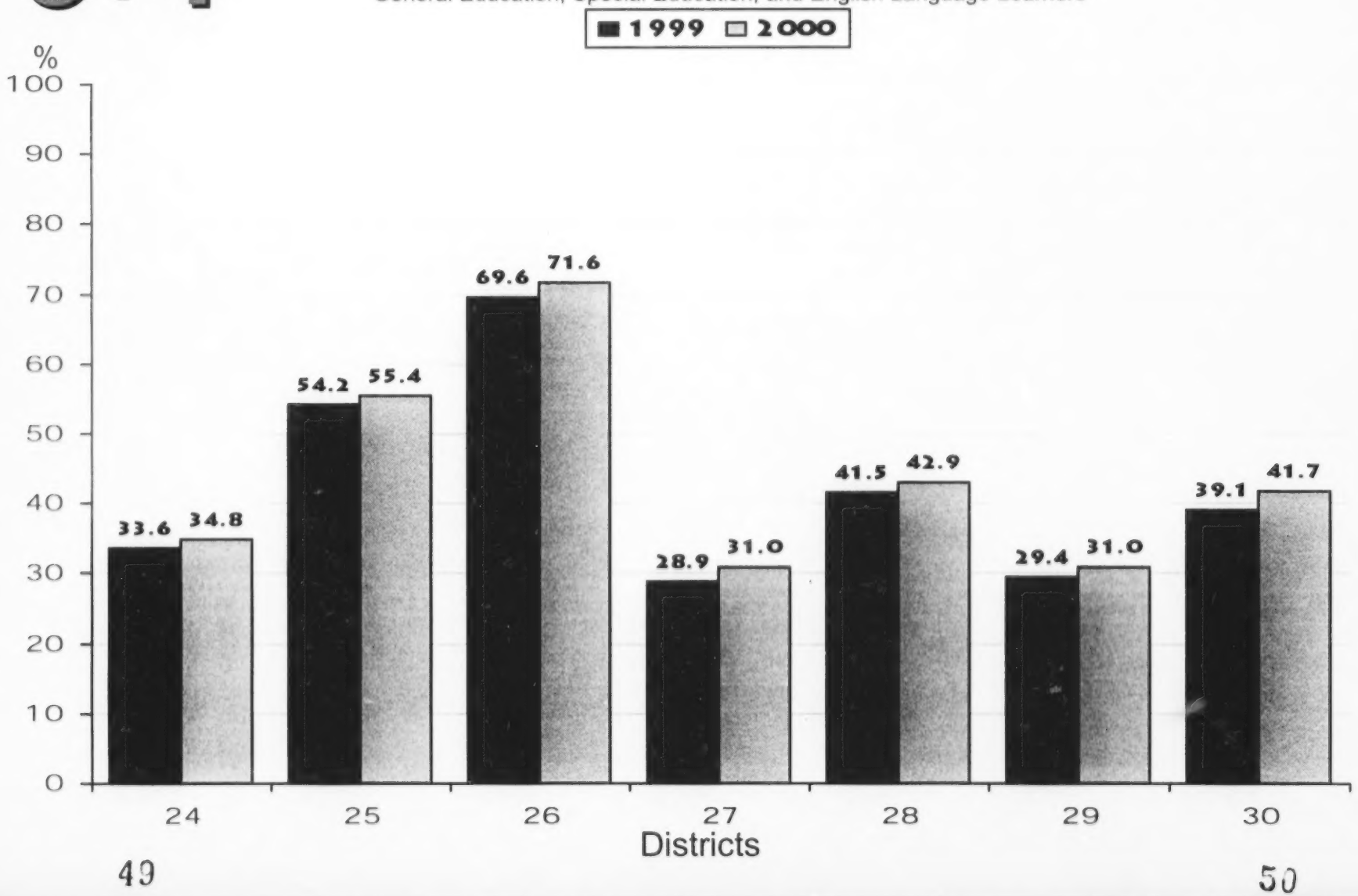


Figure 17

Levels

3+4

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000

DISTRICT 33, DISTRICT 75, DISTRICT 78, AND CHANCELLOR'S DISTRICT

General Education, Special Education, and English Language Learners

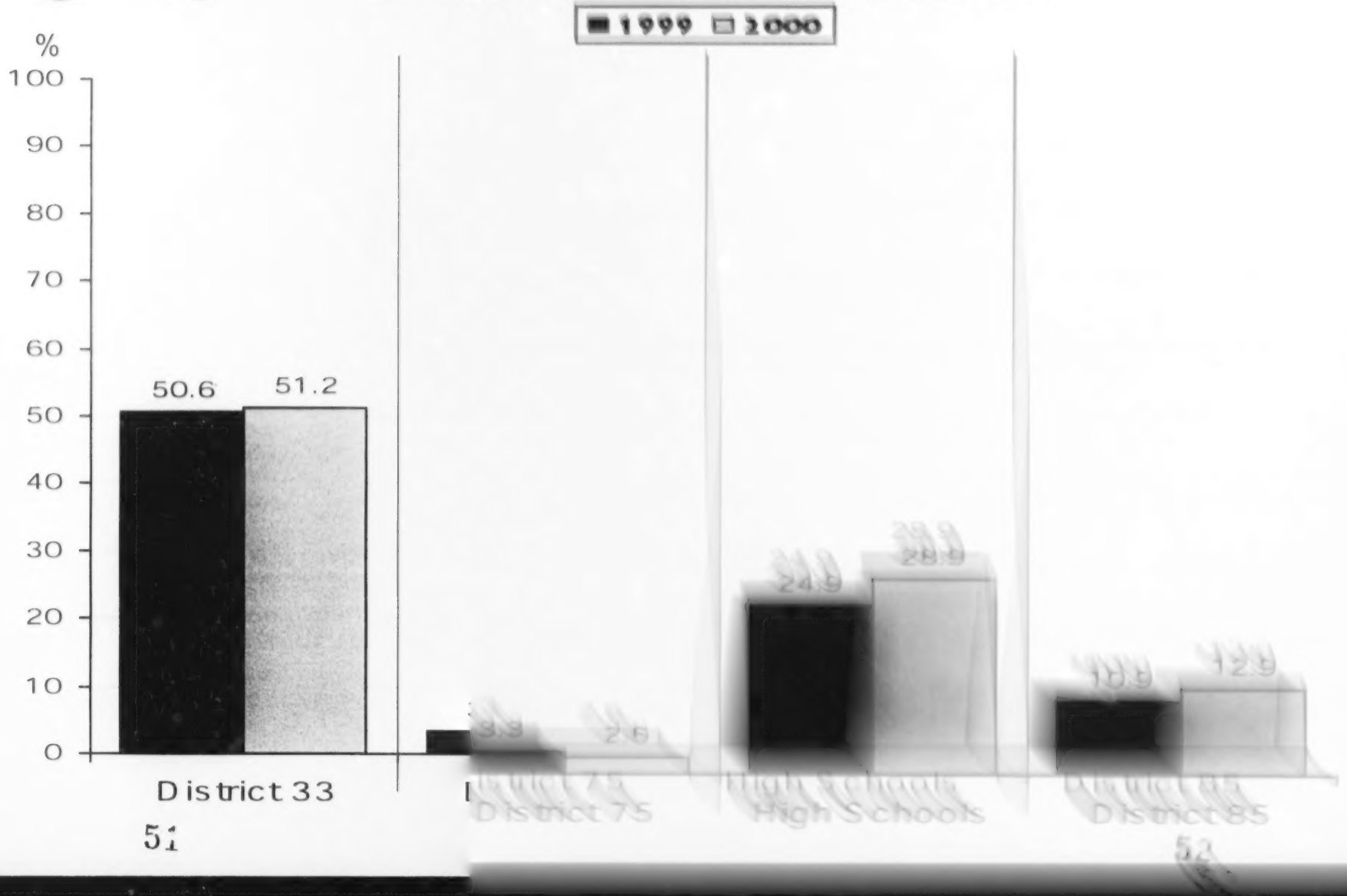


Figure 18

PERCENT IN PROFICIENCY LEVEL 1 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 MANHATTAN

General Education, Special Education, and English Language Learners

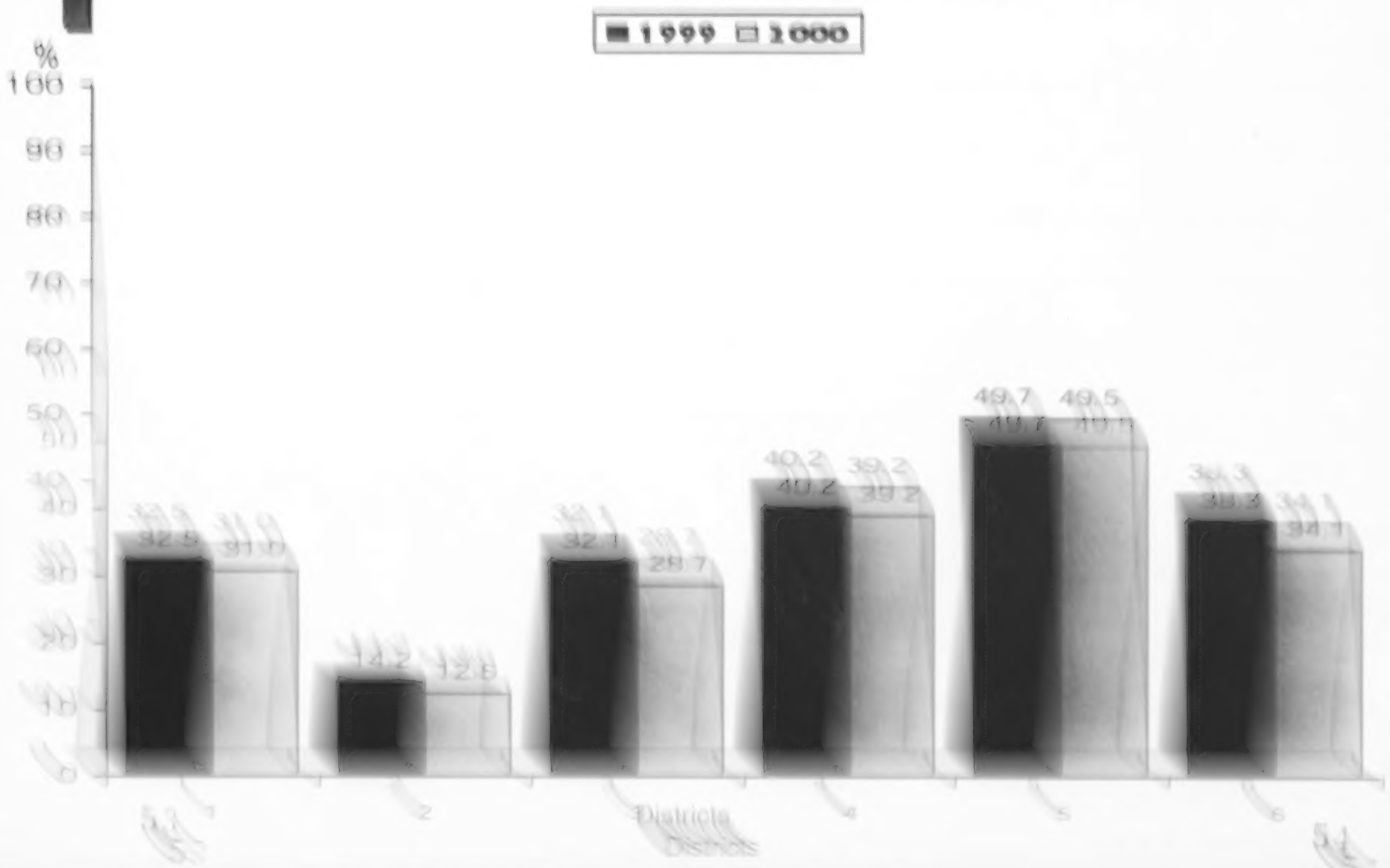


Figure 19

Level

1

PERCENT IN PROFICIENCY LEVEL 1 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 BRONX

General Education, Special Education, and English Language Learners

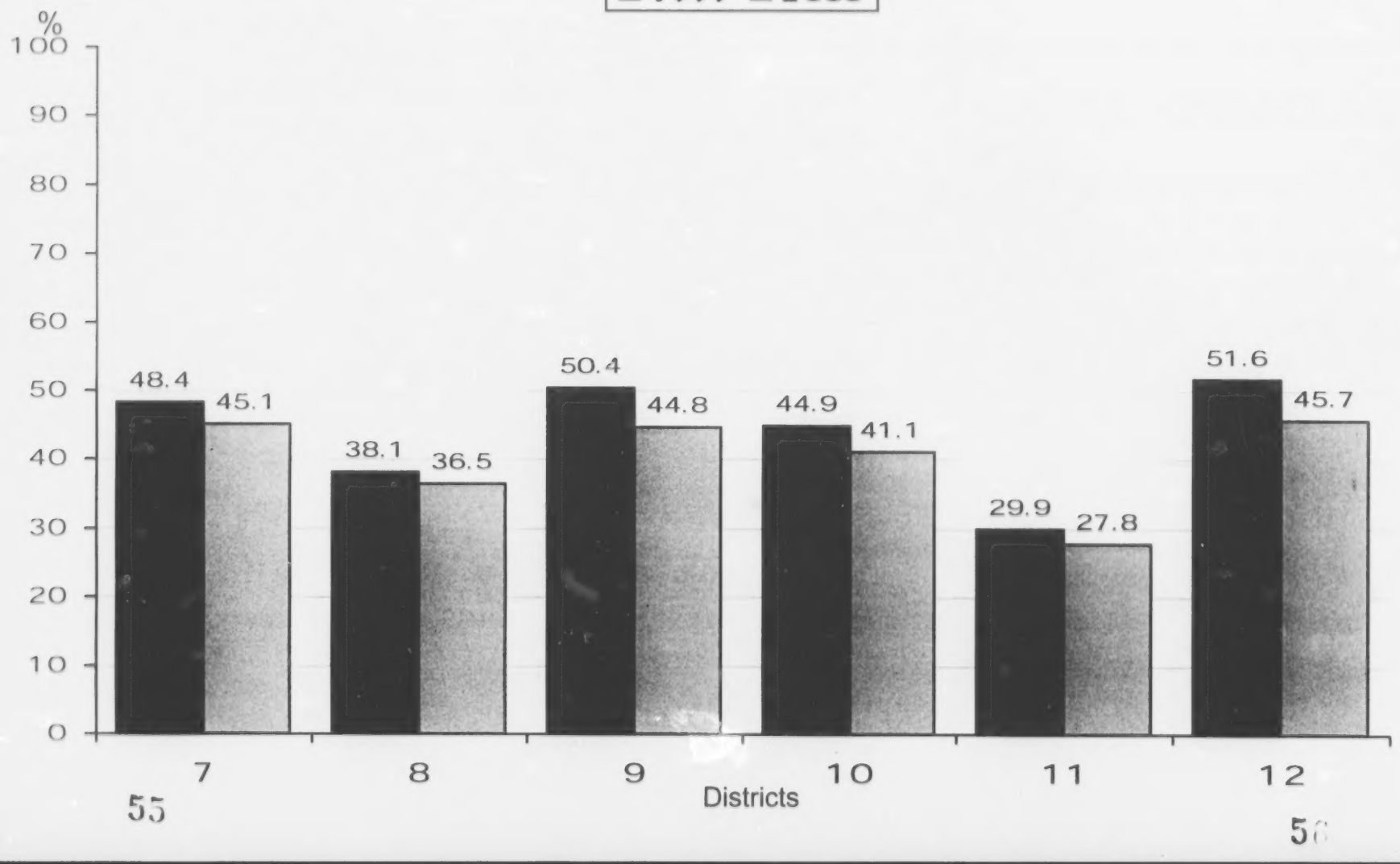


Figure 20

PERCENT IN PROFICIENCY LEVEL 1 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 BROOKLYN AND STATEN ISLAND

General Education, Special Education, and English Language Learners

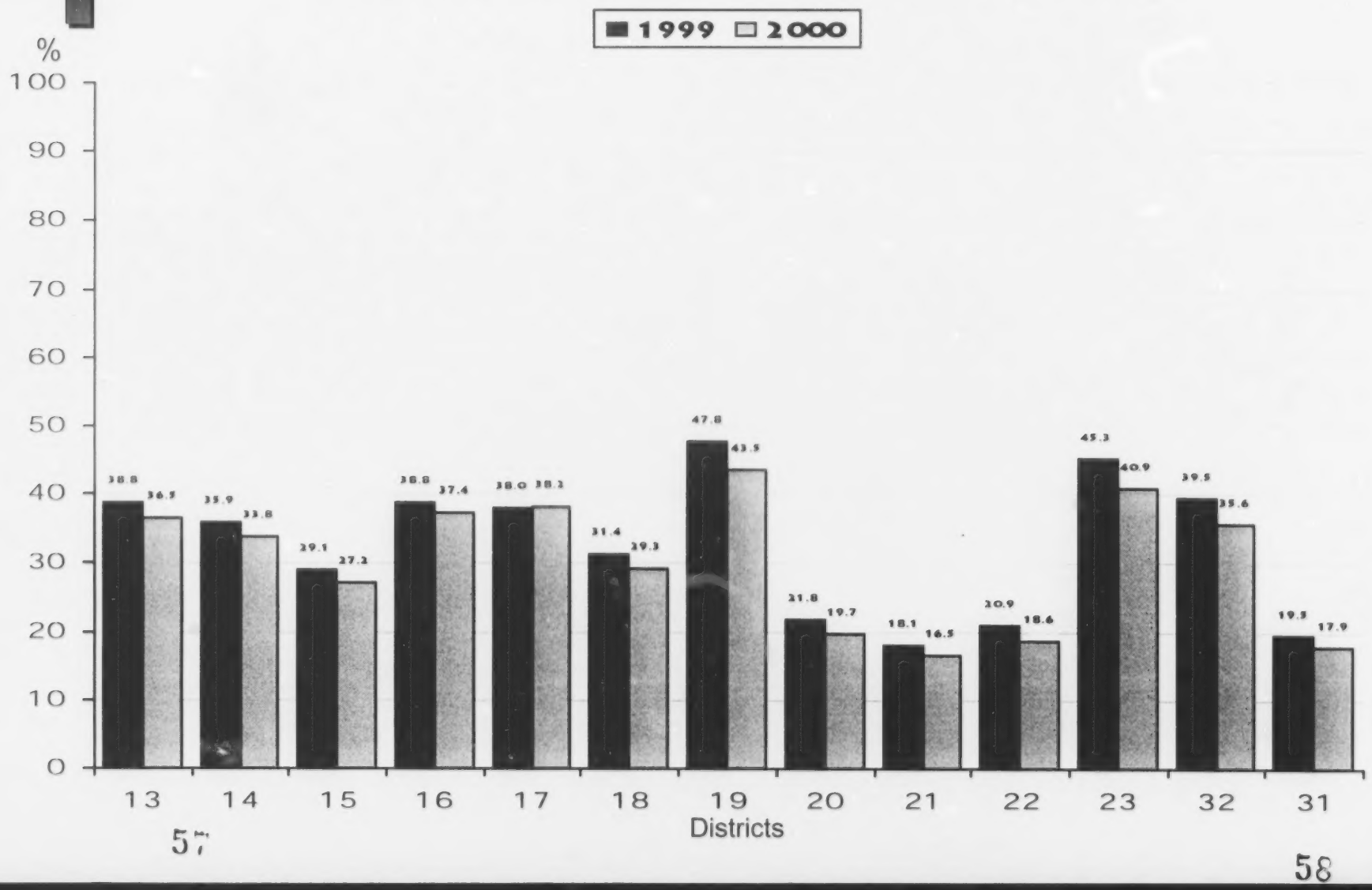


Figure 21

PERCENT IN PROFICIENCY LEVEL 1 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 QUEENS

General Education, Special Education, and English Language Learners

Level 1

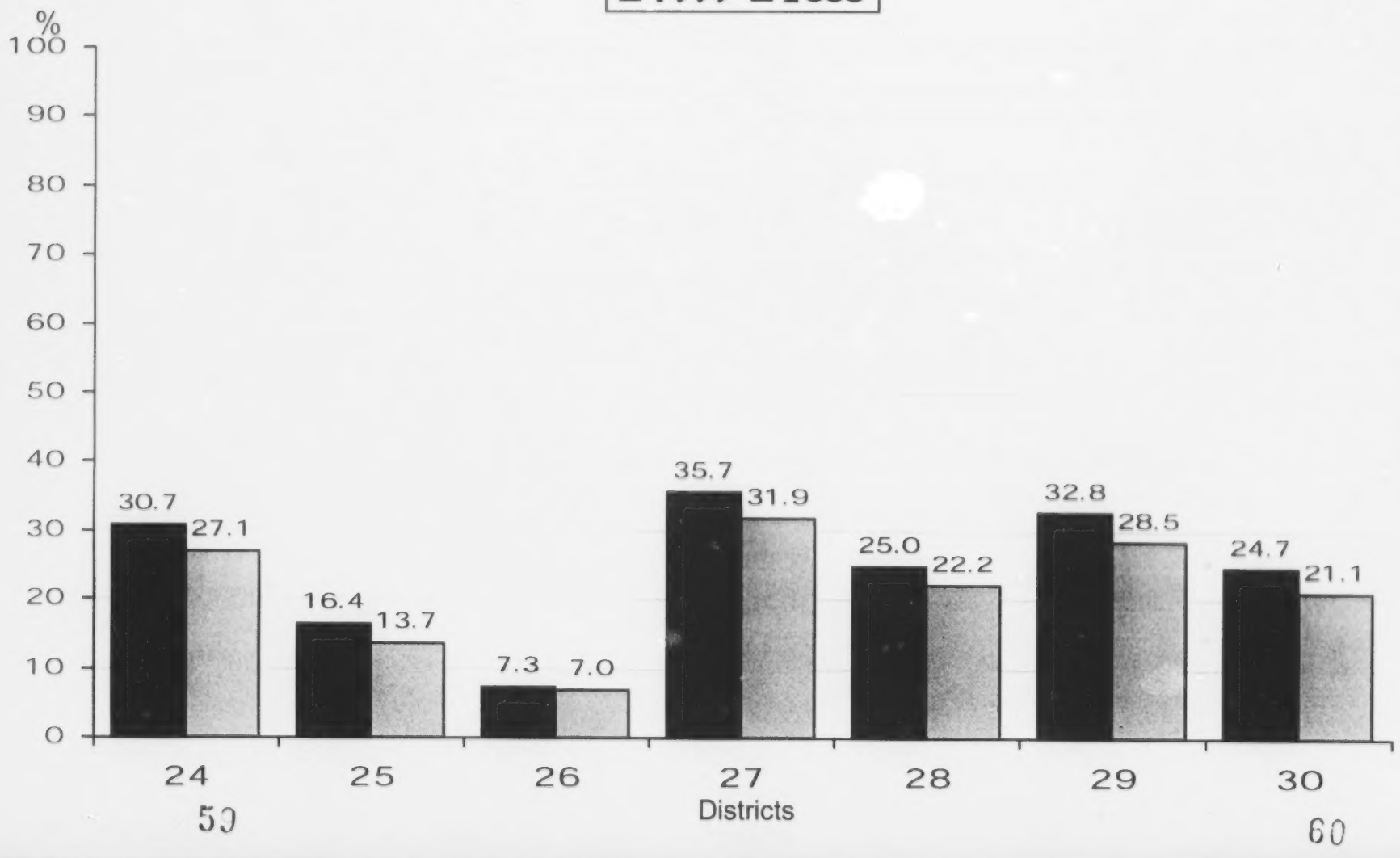


Figure 22

Level 1

PERCENT IN PROFICIENCY LEVEL 1 BY DISTRICT FOR GRADES 3, 5, 6 AND 7 CTB-M 1999 COMPARED TO 2000 DISTRICT 33, DISTRICT 75, DISTRICT 78, AND CHANCELLOR'S DISTRICT

General Education, Special Education, and English Language Learners